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UNIT A

Studying Prose Writing in English I

Introduction

Literature as a term is used to describe written or spoken material. It consists of anything from creative writing to technical or scientific works, but the term is most commonly used while referring to works of the creative imagination, including fiction, drama, prose, etc.

Fiction is the most popular form of literature in today's world. It is any narrative that deals with events that are not factual, but rather imaginary. It is often applied to theatrical, cinematic and musical work.

Prose on the other hand is the most basic form of written language, applying common grammatical structure and natural flow of speech rather than rhythmic structure. Its simplicity and loosely defined arrangement has led to its usage in the majority of spoken dialogues, factual discourse as well as contemporary and imaginary writing. There are many prose forms. Novels, short stories, and works of criticism are kinds of prose. Other examples include comedy, drama, fable, fiction, folk tale, hagiography, legend, literature, myth, narrative, saga, science fiction, story, articles, newspaper, journals,

essays, travelogues and speeches. Each form of prose has its own style and has to be dealt with in its own particular way. Travel writing is also one form of prose. Through this, we get a first-hand account of the travels of the writer, the places he has visited, and the experiences he has encountered. Speech is vocal communication with the purpose of conveying something. In this unit, you will get acquainted with four prose writings of famous writers, i.e., Kalpana Jain, A. G. Gardiner, Gerald Durrell and Jim Corbett.

1.2 KALPANA JAIN: 'STIGMA, SHAME AND SILENCE'

Kalpana Jain is a social activist and an eminent journalist-cum-researcher who has worked profusely in the field of public health. Her articles in The Times of India on public health were much read and appreciated and it also created an uproar in the media world. She also engages herself with research on health issues in collaboration with Harvard University. Her researches on people afflicted with HIV are of much significance. Being a researcher, she has engrossed herself in the lives of people inflicted with HIV. Her book Positive Lives, published in 2002 by Penguin, deals with such people who are inflicted with AIDS.

The extract 'Stigma, Shame and Silence' is from Kalpana Jain's book Positive Lives: The Story of Ashok and Others with HIV, published in 2002. This book is about those brave hearts who were sadly inflicted with HIV and bravely fought the battle of life to conquer the shame and fear that the society associated with them. The moral lapse on the part of the person afflicted with HIV and the social stigma that we associate with HIV, usually makes the HIV afflicted person a victim of society's insensitivity. The book is meant to be a ray of hope for the people inflicted with HIV—an inspiration, a tale of boosting morale to never lose hope and to face the world with positive energy. It is also a tale for all of us, to make us aware of the insensitivity that we perpetrate, sometimes knowingly and sometimes unconsciously, on people inflicted with HIV. One has to remember here that a writer has a social commitment—a commitment

to write for the sake of the society—for making the society a better place to live in. It is not that a writer can change the world by his/her pen, but this can be done through his/her ideas. All of us can achieve this, provided we are ready to stand up for the just cause. Jean Paul Sartre, the famous twentieth century philosopher and writer in his book *What is Literature?* emphasizes the role of commitment of the writers and writes, ‘The “committed” writer knows that words are action. He knows that to reveal is to change ... the function of the writer is to act in such a way that nobody can be ignorant of the world and that nobody may say that he is innocent of what it is all about.’ Thus, even though the writers cannot directly change the world, but their words, their ideas, their way of rendition of an incident or a thing poetically expressed through the use of appropriate language, can make people aware of the things happening around them which may lead to social change. Kalpana Jain’s writing can be clubbed under the category of ‘committed’ writing as she is committed to write about people afflicted with

HIV and their bravery to fight against HIV as well as the society, which is insensitive towards them. Gerald Durrell’s ‘*Vanishing Animals*’ too is committed to the cause of animal welfare and the extinction of animals under threat which is later discussed in the same unit. It is this commitment to some cause or the other which makes their writing significant to be prescribed in different courses across the world, as their writings are eye-openers to the readers to the issues which needs our urgent attention.

People afflicted with HIV need attention not because they are unable to fulfil their roles in society; they can very well continue working like any other person; but because we try to disassociate ourselves and socially boycott them, it makes their position in society precarious. The boycotting and the stigma that we associate with HIV is what Kalpana Jain is trying to point out in *Positive Lives: The Story of Ashok and Others with HIV*.

1.2.1 Summary of ‘Stigma, Shame and Silence’

The extract ‘Stigma, Shame and Silence’ is taken from Kalpana Jain’s book *Positive Lives: The Story of Ashok and Others with HIV* (2002), which, as mentioned earlier, deals with people who have bravely fought the battle against HIV by showing courage and endurance to fight against the shame and stigma associated with the disease. In the given extract, we come across a man named Ashok who is HIV positive and the extract shows how he himself dealt with the news and also faced the whole world.

As the story begins, we see Ashok as a radio operator in the Navy. One day he discovers that he has blisters on his arm which makes him cautious about his health and he lands up in the Naval hospital. In the hospital he undergoes a medical test to figure out the reason for the blisters and he is informed that he is HIV positive. He is then admitted to the hospital for about four weeks. The attitude of the doctor treating him in the hospital is worth mentioning here as he is far from being sympathetic to Ashok, instead his words had been brutal. When the doctor informs Ashok about his disease, he uses words such as, ‘You know, you are positive’. It is very harsh of the doctor to proclaim the result of the test in such a manner. Even when Ashok tries to show a composed outlook on receiving such a news, we see the doctor saying, ‘You are suffering from AIDS ... your life is short. Eventually you shall die.’ This kind of blunt expression to a person who is afflicted with AIDS is inhuman and brutal.

It is the insensitive and the callous approach of the people towards HIV inflicted

people which Kalpana Jain wanted to show to her readers. The doctor even gave the blunt prescription ‘not to have sex’. Kalpana Jain deliberately quotes these lines of the doctor to show that even the medical world does not care much about the HIV positive patients, moreover they do the most needless job to further their mental agony. The suffering that Ashok went through after hearing the news of the test was itself painful; but the approach of the doctor and his blunt revelation of the truth made things more tortuous for him. What was going on in Ashok’s mind is of concern to the author— Ashok not only had to come to terms with the fact that he has been afflicted with the disease; but he also had to start thinking about the consequences that he would have to face due to his disease—the stigma and the shame associated with HIV positive. He goes through a series of mental torture only to be able to continue working and earning for his family. On the one hand Ashok was determined to face the afflictions associated with HIV, while on the other, he felt like beating up the doctor. Moreover, when he starts pondering over the restraints and restrictions that the people have posed on him, he mockingly laughs at the silly notions of mankind. As soon as these fleeting impulses are noticed by the hospital authority, it was decided that he should be admitted to the Command

Hospital for psychiatric treatment. In the hospital, we again see him in a contemplative mood; but by now he has accepted the fact and therefore we see him playing cards and watching television. He has accepted the reality and therefore he says to himself ‘why one opens umbrella before it starts raining’. It is this resolve which makes him courageous

enough to face life once again though he is aware of the fact that he will have to face the stigma, shame and silence.

1.2.2 Critical Issues

AIDS is a disease, but the victims of this disease do not die so much because of the disease but because of the social stigma and the shame that is associated with the disease. This seems to be the crux of the problem that is associated with the disease, as stated by Kalpana Jain in ‘Stigma, Shame and Silence’. The question is why so? To delve into the question, we need to look at certain social taboos that exists in our society:

□ In many societies, sexual relationship if not within the parameters of marital relationships, are taken to be a social taboo. Sexual desire is not seen as a physical need; but as a means for the continuation of the family name. So if any individual gets into a sexual relationship which is outside marriage and it becomes public, then it becomes the talk of the town. And if in some way, a person is afflicted with AIDS, then it is more shameful as it is considered to be a blotch on his moral character. Thus, till the time we associate AIDS with moral lapse on the part of the person who has acquired it, it will be a matter of shame and stigma for the person concerned and it will not allow the person to live a dignified life.

In such circumstances, when people with HIV are made to live a shameful life, a life with a stigma, they will never be able to live life to the fullest. It is we who make their

life troublesome by out casting and ostracizing them to such an extent that whenever they want to become a part of the normal process of life, we always try to push them away from us, making them constantly aware of their supposed moral lapse. It is this continuous process of being reminded of their degraded existence which makes them

feel that they are the most unwanted people of the world and that their life has no meaning—they are the ones who are somehow a blot on the society. It is this stigma which makes them feel that it is better to die than to live such a shameful life.

Though the society maltreats and mistreats the people afflicted with HIV, many have the courage to deal with this maltreatment of the society and live with extreme confidence. To this group of people belongs the protagonists of Kalpana Jain's book *Positive Lives*. In the story 'Stigma, Shame and Silence' the protagonist Ashok is tested HIV positive, and when he is maltreated even by the doctor, he faces it with extreme courage. Though initially he felt like hitting the doctor and laughing at the ways of man for which he had to go through psychological treatment, at the Command Hospital we see him coming to terms with it and living a stable life. It is this courage and determination

in Ashok which Kalpana Jain celebrates in 'Stigma, Shame and Silence' so that it serves a double purpose:

Check Your Progress

1. From where is the extract 'Stigma, Shame and Silence' taken? What does this book deal with?

2. What is Kalpana Jain trying to point out in *Positive Lives: The Story of Ashok and Others with HIV*?

- Setting a positive example of Ashok for other HIV positive patients so that they are not victimized in the society and are able to live a courageous life like Ashok.
- Teaching and guiding the society to prevent the maltreatment of HIV patients, since they have similar rights as that of any common man and that there is nothing shameful about it and HIV is not a 'stigma'.

ALFRED GEORGE GARDINER: 'ON THE RULE OF THE ROAD'

Alfred George Gardiner (1865–1946) is today known to us primarily as an essayist whose essays are being prescribed all over the world for their innovative ways of dealing with the themes which are of everyday concern to people. His humorous way of presenting

things with simplicity in a concise manner made him a well-read and much appreciated writer of the Victorian Age. Throughout his life, A. G. Gardiner had engaged himself in different professions related to writing—newspaper editor, journalist, and author. In his initial days of writing, he often used to write under the pen-name 'Alpha of the Plough'. At the age of fourteen, he joined the newspaper industry and became the editor of the liberal newspaper of the Victorian Times, *Daily News*. As a typical Victorian, A. G. Gardiner's writing was about the pressing social, intellectual, economic and religious issues of the time. His published and much read works include: *Prophets, Priests and Kings* (1908), *Pillars of Society* (1913), *The War Lords* (1915), and *Certain People of*

Importance (1926).

Gardiner's essay 'On the Rule of the Road' is an interesting and amusing piece of writing which deals with the notion of liberty and how it is necessary that the liberty of all

should be curtailed to preserve the liberties of all. It apparently seems contradictory, but that is what makes all enjoy the fruits of liberty. In other words, Gardiner points out how the notion of liberty itself is a construed one as it means many things and yet nothing. For one to enjoy true liberty, one should be ready to give up some of his liberties. This is the essence of the essay which is presented through the metaphor of traffic rules and other anecdotes in an interesting and humorous way.

A Short Note on Essay (From, M. H. Abrams, Glossary of Literary Terms)

Any short composition in prose that undertakes to discuss a matter, express a point of view, persuade us to accept a thesis on any subject, or simply entertain. The essay differs from a 'treatise' or 'dissertation' in its lack of pretension to be a systematic and complete exposition, and in being addressed to a general rather than a specialized audience; as a consequence, the essay discusses its subject in nontechnical fashion, and often with a liberal use of such devices as anecdotes, striking illustrations, and humor to augment its appeal.

Source: M. H. Abrams, The Glossary of Literary Terms, Seventh Edition, Heinle and Heinle

Thomson Learning, Boston, 1999.

1.3.1 Summary of 'On the Rule of the Road'

The essay 'On the Rule of the Road' begins with an interesting and funny anecdote which would make us laugh. A fat old lady is portrayed as walking in the middle of a Self-Instructional

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busy street in Petrograd, leading to the traffic being blocked. When someone asks the old lady whether the pedestrians are supposed to walk on the footpaths, the lady replied saying that she has the liberty to walk anywhere she wishes to and moreover as it is a public street, therefore she has all the right to walk on the street.

It is true that she has the liberty to walk in any public space she intends to, but it is not something that one can truly practice in reality as it will mar others' liberty. The author says that he has quoted this incident merely to point out how people these days have become engrossed with the idea of liberty without really pondering over what exactly it means. In other words, everyone wants to enjoy their personal freedom and with the passage of time the problem of people asserting their rights of enjoying freedom has become more and more acute leading to fights over freedom. Even young children have become familiar with the idea and they also have started believing that they are free to do anything. A. G. Gardiner mentions here that the notion of independence and dependence has thus taken on many colours and hues.

Gardiner here states that sacrifice seems to be the very foundation on which the notion of freedom or liberty can have its foundation. He states, 'in order that the liberties of all may be preserved, the liberties of everybody must be curtailed.' Apparently, it may seem that it is self-contradictory; but it is true. Once again Gardiner gives an example

from traffic on the roads. Apparently, it may seem that the traffic police at a busy traffic junction is a nuisance as he is controlling the flow of the traffic according to his commands;

but as we ponder over it we realize that he/she is actually a blessing because if everybody drove the way she or he feels like then there would be nothing but utter chaos leading to no traffic movement at all. It is through this example that Gardiner tries to explain that by curtailing personal liberty, the liberty of all can be preserved.

Next, Gardiner talks about how liberty is a social contract and not a personal one. Till the time our freedom does not interfere with the freedom of others, it is fine and we can do whatever we feel like doing; but the moment our freedom affects others' freedom, we need to be conscious about curtailing our own freedom for the sake of societal good. We may have the freedom to wear what pleases us, to eat what tastes good to us, to practice whatever religion we want to practice, to prefer one kind of writing or a writer over others; but when our freedom comes in contact with others' freedom, then both the parties have to restrict their own freedom to maintain a stabilized peaceful society. Gardiner then gives the example of playing the Trombone. If he wants to play the musical instrument at the middle of the night, then he has to go to Mount Everest (or some other secluded place) as his family and neighbours would object to his playing the instrument in the middle of the night. Thus, Gardiner states how adjustment and sacrifice for the sake of others' freedom makes freedom a possibility in this world. Gardiner moreover points out that we are usually quick at figuring out faults of others and not our own. But if one has to create a peaceful society where everyone enjoys his or her freedom then it is necessary that we consider the rights and feelings of other people. Gardiner then points out that heroic moments of sacrifice are very rare in our life, but it is these small sacrifices and adjustments that we do for the sake of others' freedom which makes life great and sweet.

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1.3.2 Critical Issues

Liberty is probably one of the most used and often misunderstood terms of our times as what goes on in the name of liberty is whatever one wishes to do. But can we always do what we wish to do? This is the question that A. G. Gardiner has dealt with in the essay 'On the Rule of the Road'. It is with the examples from the world of traffic that Gardiner makes us realize how freedom is not about having the rights to do what one wishes to do, but freedom is all about doing things which would make things convenient for all. Gardiner is a prolific writer whose simplicity of expression and concise way of presenting things has made him a well-read writer throughout the world. His style of writing is such which immediately attracts the attention of the reader. It is to be remembered here that the first principle of any writing is that it should be pleasurable to read. If it is not pleasurable then nobody will read it. Gardiner's style of writing is such that it makes the reader read the essay with pleasure and attention.

Liberty is a concept that many people have written on. It is an idea which has created many huge debates and arguments across the world and there is no dearth of writing related to the subject. What Gardiner has done in the essay is that he did not go into the dry aspects of the notion of liberty, but tried to explain the simple concept with extreme clarity through examples of traffic on the roads. Such writing makes one

understand the concept in a simple manner. The anecdote of the old fat lady in Petrograd or the role of the traffic police in a busy traffic junction are interesting enough to make us understand the notions of liberty or freedom.

The anecdote of old lady walking in the middle of the busy street on Petrograd is humorous and her reply that it is her liberty to walk at the middle of the street as it is a public space, makes one wonder about the notion of freedom itself. It is true that she is free to do what she is doing; but as that causes problems for others, therefore, she should not do it. Freedom as Gardiner says later in the essay is all about a social contract. It is a social contract in the sense that each one of us is willing to give up certain freedom of ours which would make it possible for everyone to enjoy their freedom. In this context, it is to be stated that the notion of liberty came to the forefront with the French Revolution

(1789) when the common people of France overthrew King Louis XIV with the aim of establishing democracy and ending the oppression and suppression that the masses of people had been enduring for ages under the autocratic rule of the French Kings. The common people were inspired by the writings of great thinkers like John Locke, Rousseau

and Thomas Paine who emphasized the notion of freedom and rights. The notions of rights, liberty, equality and fraternity changed the face of the world, as gradually we moved towards a democratic society from an autocratic world. Gradually, it came to such a state where people became more concerned with their rights and liberty and forgot that to enjoy one's rights, one also has certain duties which one needs to fulfil. It is at this juncture that A. G. Gardiner is writing the essay where he puts emphasis on the 'liberty-drunk' people of the world, who all the time put emphasis on their rights and liberty without ever thinking about whether they are doing their duties or not. A. G. Gardiner is making fun of those people in society who are merely concerned with their freedom and never think in terms of whether they have done enough to enjoy the freedom.

Like the old lady in Petrograd, we all want to think that it is our liberty to do whatever we feel like even if it is at the cost of people's freedom, but when we are on the other side

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of the situation, we feel exactly the opposite. It is this mentality of people which A. G. Gardiner is mocking in the essay 'On the Rule of the Road'. The traffic policeman at the busy crossing always becomes the object of our scorn whenever we are made to stop our cars as we feel that why should I be stopped when the entire world is driving their cars. We never realize the fact that if the traffic policeman has stopped certain flow of traffic, it is because through that he is ensuring that the traffic flow is smooth and that no one faces traffic blockage. The rules of the traffic are not meant to stop traffic, but they are meant for the smooth functioning of the traffic. The day we realize that certain liberties of ours needs to be curtailed, be administered so as to make everyone enjoy their freedom, we will understand the true meaning of freedom. That is the objective of A. G. Gardiner in writing the essay 'On the Rule of the Road'

Unit-B

Basic Grammar Usage I

(USES OF TENSES)

Structure

1.0 Objectives

The objective of this unit is to enable the students to have a command of elementary grammatical structure. Since an English sentence has three main components such as subject, verb and object, a basic knowledge of usages of the 'verb' is essential in the beginning of the course on language skill. The course content that you are going to study in this unit will provide you with a fair knowledge of the 'be' verb and its usages in different tenses. This will help you to eradicate grammatical errors in writing and communicate flawlessly. Besides, you will learn the sequence of tenses and formation of negative and interrogative sentences in different tenses.

Precisely, after reading this unit, you will be able to:

- acquire a basic knowledge of usages of the 'verb'
- learn the sequence of tenses,
- learn the use of the 'be' verb in different tenses, and
- form negative and interrogative sentences in different tenses.

1.1 Introduction

In this unit, you will learn the uses of the 'be' verb, which are very fundamental to the construction of a sentence in English. The verb denotes an action and predicates a fact. Hence, without knowing the correct usages of the 'be' verb, you cannot express yourself correctly. Further, the study of tenses suggests the degree to which a verb can be stretched in terms of time of an action, continuance of an action and completeness of an action.

1.2 The Verb

The **verb** is an important part of sentence. It denotes **an action or predicates a fact**.

It expresses:

- | | | |
|--------------------------------------|---|---------------------------------|
| (a) An action done by the subject | : | He wrote this article. |
| (b) What the subject is | : | Reena is a teacher. |
| (c) What is possessed by the subject | : | I have a camera. |
| (d) What happened to the subject | : | He met with an accident. |
| (e) What is done to the subject | : | The passenger is robbed. |

Basically, verbs are of two kinds - **principal** and **auxiliary**.

1.3 The Verb 'to be'

The verb *to be* comes under the **auxiliary** category.

An **auxiliary** verb is one that helps the principal verb of a sentence to form its tense, mood, or voice, etc.

However, the verb *be* can be used both as a main verb and an auxiliary verb.

For example:

Madhu *is* a lecturer. ('**is**' a main verb)

Madhu *is* teaching Geography. ('**is**' an auxiliary verb)

Now, let us discuss in detail the various uses of *be* and its forms.

(I) As a main verb, its forms (such as *is, am, are, was* and *were*) are used as linking verbs:

- | | | | |
|-----|--|---|-------------------------------|
| (a) | Linking the subject with a noun | - | Nita is a dancer. |
| (b) | Linking the subject with an adjective | - | Nita is clever. |
| (c) | Linking the subject with an adverb | - | The hospital is there. |
| (d) | Linking the subject with an infinitive | - | I am to go there. |

(II) *Be* is used as a main verb to express a command or a request:

Be quiet.

Be kind to others.

As an auxiliary, the verb *be*, in its different forms, combined with present participles of verbs, form continuous tenses.

The verb '*be*' as a linking verb has its forms in present tense such as *am, is* and *are*.

Examples:

I **am** playing cricket.

You **are** reading a book.
 She **is** playing a piano.
 Rana **was** driving a car.
 They **were** quarrelling on the road.

(III) Various forms of *be* combine with the passive of the present participle to form the passive of the continuous tenses.

Examples:

I **was** being taught.
 You **are** being informed.
 The letter **is** being written.
 These issues **were** being considered.

(IV) Different forms of *be* can combine with the past participle of transitive verbs to form the passive voice.

Examples:

I **am** directed to inform you of the meeting.
 You **were** posted at Kolkata.
 He **is** trained by a *guru*.
 We **are** given all facilities in the office.
 She **was** asked to explain her cause of absence.

(V) Some forms of *be* can combine with the past participle of some transitive verbs to form the perfect tense.

Examples:

She **is** ruined.
 He **is** gone.

(VI) Different forms of *be* are sometimes used to convey instructions:

I **am** to inspect the office.
 You **are** to join tomorrow.
 She **is** to finish the work today.

(VII) *Be* is used as an auxiliary verb in the following ways:

To express a feeling, age, size, weight, weather, time, date, etc.

- (a) I **am** shocked.
- (a) Kime **is** going to be twenty next year.
- (b) Yano **was** weighing 60 kgs during the training.
- (c) What time **are** they arriving here?
- (d) On which date **is** the convocation taking place?
- (e) Both Sunita and Sasank **were** growing fat.
- (f) Mrs. Dabi **was** a clerk in this office.
- (g) They should **have** been here now.

(VIII) *Be* is used to express a plan made previously or an arrangement that has been made but not carried out. For example:

- (a) I **am** to go to Delhi tomorrow.
- (b) Helen **is** to marry Dev.
- (c) The principal **was** to address the students today.
- (d) They **were** to help me with money.

(IX) Although *were* is normally used as the plural form of *was* with plural subjects, and with only 2nd person singular number, it has exceptions too.

For instance, to express hypothetical statements, '*were*' is also used with singular subjects like *he/she* and *I*.

Examples:

- (a) If I **were** a king ...
- (b) If s/he **were** the principal...

(X) *Be* is also used with *shall* and *will* in future tense in the following manner.

- (a) I shall be here tomorrow.
- (b) You will not be late if you finish this work and go.

- (c) We shall be helping each other.
 (d) He will be present in the meeting.

Check Your Progress-I

1. Supply the appropriate forms of the verb *to be* in the blanks to complete the sentences:
 - a) I _____ to reach Delhi tomorrow.
 - b) Rita _____ teaching grammar in this class.
 - c) She _____ to marry Akhilesh.
 - d) I _____ directed to inspect your office room.
 - e) Harish _____ to reach here this morning.
 - f) Sita _____ going to be thirty next month.
 - g) He _____ an attendant in this office.
 - h) I _____ completely ignorant of this fact.
 - i) She _____ playing on a musical instrument.
 - j) You _____ to attend this meeting.
 - k) The students _____ to be sincere.
 - l) They _____ to help me with money.
 - m) The children _____ to be obedient.
 - n) They _____ intelligent.
 - o) You _____ now quite grown up.
2. Write ten sentences using *am, is, are, were* as main verbs.
3. Write ten sentences using *am, is, are, and were* as auxiliary verbs.

1.4 The Tenses of Verbs

The tense indicates the degree to which a verb can be stretched in terms of

1. Time of its action.
2. Continuance of its action
3. Completion of its action

Keeping the entire time frame in view, an action can take place in the **present**, **past** or **future**. Hence, the tenses are so named as **Present, Past** and **Future**.

Further, each tense has **four aspects** such as:

1. Simple or indefinite
2. Continuous or progressive
3. Perfect
4. Perfect continuous

1.5 The Present Tense and its Uses

The following table will give you a clear idea of the uses of all these four aspects of the **present tense**. Let us use the verb *eat* for our purpose.

PRESENT INDEFINITE (SIMPLE PRESENT)

	Singular	Plural
1 st person	I eat.	We eat.
2 nd person	You eat.	You eat.
3 rd person	He/She/It eats.	They eat.

PRESENT CONTINUOUS/ PROGRESSIVE

	Singular	Plural
1 st person	I am eating.	We are eating.
2 nd person	You are eating.	You are eating.
3 rd person	He/She/It is eating.	They are eating.

PRESENT PERFECT

	Singular	Plural
1 st person	I have eaten.	We have eaten.
2 nd person	You have eaten.	You have eaten.
3 rd person	He/she/it has eaten.	They have eaten.

PRESENT PERFECT CONTINUOUS

	Singular	Plural
1 st person	I have been eating.	We have been eating.
2 nd person	You have been eating.	You have been eating.
3 rd person	He/she/it has been eating.	They have been eating.

Observe the following sentences:

1. I eat.
2. I am eating.
3. I have eaten.
4. I have been eating.

The 1st sentence indicates an action which is done daily, i.e. in the present time, but its exact time is not definitely known. So it is in the present indefinite tense.

The 2nd sentence indicates an action, which is going on now and here, i.e. the action continues to be done at present. So this sentence is in present continuous tense.

The 3rd sentence indicates an action, which was going on for some time, but has been completed or perfected just in the present time. So this is in the present perfect tense.

The 4th sentence indicates an action, which is going on though a part of it has been completed, i.e., it is continuing even now though it has been perfected to a certain degree. So it is in the present perfect continuous tense.

1. Uses of Simple Present Tense

(a) **expresses habitual or recurrent actions:**

Examples: I get up early in the morning.
Magnet attracts iron.
I go for a walk after dinner.
He often comes here.

(b) **expresses a permanent truth:**

Examples: Earth moves round the sun.
The Sun rises in the east.

(c) **expresses a fact that exists at the time of speaking:**

Examples: Do you hear me?
I know what you want.

(d) **expresses events actually going on, as in running commentaries:**

Examples: The chief guest arrives.
The player No-6 passes the ball to his teammate.

(e) **expresses action planned for future:**

Examples: The Chief Minister leaves for Delhi tomorrow.
The vacation starts tomorrow.
The examination begins next week.

(f) **expresses a past event in a vivid or dramatic manner (historic present):**

Examples: Hamlet talks like a mad man.
He deliberately provokes Polonius.

(g) expresses condition and time in subordinate clauses:

Examples: He will pass the examination if he works hard.
I shall not leave the place until she returns
I shall give my opinion only when the time comes.

(h) is used in the case of verbs such as *see, hear, smell, understand, notice, etc.*:

Examples: I understand the cause of his reluctance.
I see him stand there.
Rose smells sweet.

2. Uses of Present Continuous/Progressive Tense:

A verb in the present continuous tense is used to

(a) express an action that is in progress at the time of speaking:

Examples: Sameer is reading a novel.
I am playing football.

(b) express a frequently repeated action or an action in progress, not necessarily at the moment of speaking:

Examples: Sunil is working in a bank.
She is running a small industry.

(c) express an action that will happen in future:

Examples: My friend is coming to stay with me.
I am going to Delhi tomorrow.

(d) express a repeated action when used with *always, constantly, regularly, etc.*:

Examples: He is always creating problem for me.
She is regularly visiting this place.
Ramesh is constantly doing his work.

(e) Some verbs, which are mentioned below, are not normally used in the present continuous tense:

see, hear, feel, smell, taste, want, desire, wish, refuse, forgive, hate, like, admire, think, feel, know, suppose, hope, imagine, have, owe, belong, possess, contain, consist, keep, cost, seem, appear, resemble, look, etc.

3. Uses of Present Perfect Tense

A verb in the present perfect tense is used to

(a) express an experience in the past:

Examples: I have seen your office.
You have done well.

(b) express an action completed in the past but having current relevance:

Examples: He has passed the examination.
It has rained heavily last night.

(c) express an action that has just/ recently been completed:

Examples: She has already finished her studies.
I have finished eating.
Rishi has come back from America.

(d) indicate the future in a subordinate clause:

Examples: She will play when she has finished her homework.
I shall go to Delhi when I have finished my dinner.

(e) indicate habit with *when, before, after, etc.*:

Example: I never go for a walk after I have finished my dinner.

(f) The present perfect tense is often used with *ever* in questions:

Examples: Have you ever been to Kolkata?
Has she ever talked to you?

4. Uses of Present Perfect Continuous Tense

A verb in the present perfect continuous tense is used to

(a) express an event that began sometimes ago, and is still going on

Examples: I have been staying here for the last five years.

She has been studying in this college since 1999.

- (b) **express an action which was going on since a recent point of time and whose result is still present**

He is tired, as he has been working for the last three hours.

Note: Both the present perfect and present perfect continuous forms show the present result of an action. But while the present perfect indicates that the action is completed, the present perfect continuous suggests that the action is still continuing.

1.6 Past Tense and its Uses

1. Simple Past Tense

The **simple past tense** in regular verbs is formed by adding *-d, -ed, -t*, etc.

Singular	Plural
I played.	We played.
You played.	You played.
He/She/It played.	They played.

Uses of Simple Past Tense

A verb in the **simple past tense** is used to

- (a) **express events or conditions in the past that are complete in themselves:**

It is usually associated with adverbs or adverbial phrases, such as *yesterday, last year/week/month, a few years ago, in 1978, etc.*

Examples: She reached college at 9 A.M.
The minister arrived at Itanagar last week.
I met her the day before yesterday.
He went out at 3 P.M.
She arrived here last week.

- (b) **express a habitual or general action in the past, but now which is over:**

Examples: She worked for four hours everyday.
Our professor lived in the US for four years.
He studied journalism when he was in Delhi.

(c) **denote a past habit:**

Examples: She always used glasses.
She often visited us.

2. Past Continuous/Progressive Tense

The past continuous tense is formed by the use of the **be** verb (*was/were*) followed by the present participle form of the verb. It is generally used for past actions which continued for sometime, but whose exact limits are not known.

For example: I was eating when he called me.

Singular**Plural**

I was playing.

We were playing.

You were playing.

You were playing.

He/She was playing

They were playing.

Uses of Past Continuous/Progressive Tense

The past continuous tense is used to:

(a) **describe an action in progress at a point of time in the past:**

Examples: She was studying at 10 P.M.
What was she doing when you called her?
It was raining when we came home.

(b) **describe an action in progress over a period of time in the past:**

Examples: The children were playing all the afternoon.
She was listening to music all the morning.

(c) **describe a continuing action at some point of time in the past when another action took place:**

Examples: The vehicle was passing on the bridge when it collapsed.
I was reading a book when they called.

(d) **describe two or more simultaneous actions going on at the same time:**

Examples: I was singing while she was dancing.
He was reading while she was working.

3. Past Perfect Tense

The past perfect tense is formed with **had** followed by the past participle form of the verb.

Singular	Plural
I had eaten.	We had eaten
You had eaten.	You had eaten
He had eaten	They had eaten

Uses of Past Perfect Tense

The past perfect tense is used to

- (a) **express an action taking place in the past time that precedes another in the past time. The action which happened first is put in the past perfect tense and the other action in the simple past.**

Examples: I realized my mistake after he **had pointed** it out.
The patient **had died** before the doctor arrived.
They **had locked** all the doors before they left for station.

- (b) **describe an action or event in the past which denotes cause for later actions in the past:**

Examples: I got the highest mark as I **had answered** all the questions correctly.
He was nervous because he **had never spoken** before a large audience.

- (c) **express an unfulfilled wish referring to the past time**

I wish **I had** accepted the offer.
I wish he **had got** through this time.

- (d) **express a state of affairs continuing over a period of time up to the past time**

I had known her since her childhood.
If he **had worked** hard he would have passed.
Had you come earlier you would have enjoyed a share.

4. Past Perfect Continuous Tense

This tense is formed with ***had been*** followed by the present participle form of the verb (same for all persons):

Singular

I had been playing
 You had been playing.
 He had been playing.

Plural

We had been playing.
 You had been playing.
 They had been playing.

Uses of Past Perfect Continuous Tense

A verb in the past perfect continuous tense is used to

- (a) **describe the earlier of the two actions in the past when the earlier action continued right up to the time of the beginning of the second or the later action:**

Examples: He ***had been waiting*** for hours when I opened the door.
 They ***had been digging*** for six months before they found gold.

- (b) **describe a repeated action in the past**

Examples: I had been trying to get you over the phone.
 She had been studying for hours to take this examination.

Check Your Progress-II

Fill in the blanks with suitable past tense forms of the verbs given in the brackets.

1. It _____ (rain) when we went out.
2. We _____ (go) to the theatre last evening.
3. The boy _____ (jump) off the train while it _____ (move).
4. India _____ (become) independent in 1947.
5. From morning till late night yesterday, I _____ (read) a novel.
6. She _____ (go) out at 9 o'clock and has not returned yet.
7. Nadir Shah _____ (invade) India twice.
8. The train _____ (leave) after we _____ (reach) the station.
9. He _____ (work) hard for two years.
10. We all wish we _____ (not stay) to see the end of the film.
11. When he _____ (enter) the room, I _____ (write) a letter.
12. Unless he _____ (explain), the students _____ (not understand).

- | | |
|-----|--|
| 13. | I ____ (wash) my hands when the telephone ____ (ring). |
| 14. | I came in while he ____ (write). |
| 15. | When I ____ (arrive) at his house he still ____ (sleep). |
| 16. | I often ____ (play) golf at the University. |
| 17. | I ____ (have) a letter from my wife last week. |
| 18. | She ____ (break) down when she ____ (hear) the news. |
| 19. | He ____ (ring) me up just now. |
| 20. | She ____ (board) a bus when she ____ (fall) down. |

1.7 Future Tense and its Uses

1. Simple Future Tense

The **simple future tense** is formed with *shall* followed by the base form of the verb for the 1st person and with *will* followed by the base form of the verb for the other persons.

Singular

I shall play.
You will play.
He will play.

Plural

We shall play.
You will play.
They will play.

Uses of the Simple Future Tense

The simple future tense is used to

(a) express an action, which is about to take place:

Examples: I shall invite him to this function.
The students will soon assemble here.
She will just arrive.

(b) to express an action, associated with adverbs or adverb phrases of future time like *next week, tomorrow, etc.*:

Examples: He will go to Delhi next week.
I shall be here tomorrow.
She will be twenty in April next.

However, the future tense is not used after *if, until, when, whenever, while, before, after, as soon as, since, till, as long as, unless*, in cases when these are used to introduce clauses of time and condition, etc.

Examples:

I shall start this project as soon as I get a nod from the higher authority.

We shall wait till he comes. (**NOT** 'till he will come'.)

If you work hard, you will succeed.

We will start only when the rain stops. (**NOT** 'the rain will stop')

2. Future Continuous Tense

This tense is formed with the future tense of the verb **to be** followed by the present participle of the main verb: (*shall/will+be+verb+ing*)

Singular

I shall be playing.

You will be playing.

He/She will be playing.

Plural

We shall be playing

You will be playing.

They will be playing.

Uses of the Future Continuous Tense

The future continuous tense is used to

(a) express an event expected to take place in the future

Examples: By the time I reach home, it **will be raining**.

When winter arrives, the birds **will be leaving** this place.

(b) describe an action/event expected to be in progress at a point of time in the future:

Examples: He will be leaving India next week.

We shall be walking all night to reach the destination.

3. Future Perfect Tense

This tense is formed with **shall/will+perfect infinitive** (without **to**) of the main verb:

Singular

I **shall have** played.

You **will have** played.

He/She **will have** played.

Plural

We **shall have** played.

You **will have** played.

They **will have** played.

Uses of the Future Perfect Tense

The future perfect is used to express an action expected to be completed by a certain time in the future. It usually used with a time expression.

Examples: I shall have finished reading this book by the time he arrives.
 He will have taken his degree in two years time.
 We shall have finished the course by the end of the next year.

4. Future Perfect Continuous Tense

This tense is formed with *shall/will* + **the present perfect continuous** (*have been* + **verb** + *ing*) of the main verb:

Singular	Plural
I shall have been playing.	We shall have been playing.
You will have been playing.	You will have been playing.
He/She will have been playing.	They will have been playing.

Uses of Future Perfect Continuous Tense

The future perfect continuous tense is used

- (a) **to express an activity represented as being continuous over a period of time that will end in future:**

Examples: He shall have been speaking for an hour when the lesson ends.
 They will have been making preparations for two months by the end of June.

The *going to* form is often used with a view to express an intention in the future tense.

Examples: We are going to spend our summer vacation in Goa this year.
 India is going to play cricket with Pakistan in the next month.
 He is going to buy a new house soon.

Check Your Progress-III

Rewrite the following sentences using suitable forms of the future tense of verbs given in brackets.

- | | |
|--|---|
| 1. I (complete) two lessons by then. | 2. In March we (marry) for ten years. |
| 3. The house (stay) empty until we return. | 4. We (go) as soon as you are ready. |
| 5. We (wait) till the rain stops. | 6. I (not come) unless I hear from you. |
| 7. I (post) the letter now. | 8. He (finish) his homework tomorrow. |
| 9. We (not go) if it rains. | 10. If I get time I (call on) you. |

UNIT- C
Negatives and Interrogatives/Negative-Interrogatives

Negative form of the simple present tense is formed by inserting **do not** or **does not** (according to the number) after the subject.

For example:

I **do not** play.

You **do not** play.

She/He **does not** play.

Rishi **does not** go.

We **do not** play.

You **do not** play.

They **do not** play.

Children **do not** go.

Interrogative form of the present indefinite is formed by placing **do** or **does** in the beginning of the sentence before the subject.

For example:

Do I go?

Do you go?

Does he go?

Does Sita go?

Do we go?

Do you go?

Do they go?

Do the children go?

Negative- Interrogative

Negative interrogative form of the simple present tense is formed by first inserting **do not** or **does not** between the subject and the verb and then transferring **do** or **does** to the beginning of the sentence:

For example:

Do I **not** go?

Do you **not** go?

Does he **not** go?

Does Rishi **not** go?

Do we **not** go?

Do you **not** go?

Do they **not** go?

Do the children **not** go?

Check Your Progress-IV

Change the following sentences to the **negative form**:

- | | |
|---|--|
| 1. The postman delivers the mail twice a day. | 2. The Sun rises in the east. |
| 3. We go to school every day. | 4. She learns dance on every Sunday. |
| 5. The children go to park on holidays. | 6. The Sun revolves round the Sun once year. |
| 7. Ram wears a new shirt. | 8. My friend works in a large industry. |
| 9. My mother worships God. | 10. I take chapatti in dinner. |

Check Your Progress-V

Change the following sentences to the **interrogative** form:

1. Policemen punish the culprits.
2. She goes to school everyday.
3. The teacher guides the children in the hostel.
4. You do not attend the classes regularly.
5. She suffers from malaria.
6. Every year we go to Goa for holidaying.
7. They perform their duties sincerely.
8. We respect our elders.
9. She sings well.
10. They quarrel over small issues.

Check Your Progress-VI

Change the following sentences to **negative-interrogative** form:

1. I stay with my maternal uncle at Shimla.
2. He takes pride in his health and wealth.
3. This tablet tastes very bitter.
4. She works all day long.
5. The rich seldom help the poor.
6. The employees make an appeal to the manager.
7. I go to office at 9.30 A.M. everyday.
8. Harish plays cricket well.
9. We love to eat pizza in winter.
10. She looks beautiful.

1.9 Simple Past - Negative and Interrogative

Now, you will learn how negative and interrogative forms are used in the simple past tense. **Negative** form of the **simple past** tense is formed by inserting **did not** between the subject and the verb, which is changed to its first form as:

For example:

I **did not** go.

You **did not** go.

He **did not** go.
They **did not** go

She **did not** go.
The children **did not** go.

Interrogative form of this tense is formed by using *did* in the beginning of the sentence and changing the verb to the first form as:

For example:

Did I go?
Did you go?
Did he go?

Did we go?
Did you go?
Did they go?

Negative –interrogative form of the simple past tense is formed by using *did* in the beginning of a sentence and then putting *not* before the verb:

Did I **not** go?
Did you **not** go?
Did he **not** go?

Did they **not** go?
Did you **not** go?
Did they **not** go?

Check Your Progress-VII

Change each the following sentences in the simple past tense to their negative, interrogative and negative-interrogative form:

1. Humayun dug his own grave.
2. The lion roared aloud in anger.
3. Shivaji escaped from the prison.
4. She sang a melodious song.
5. The children played a nice game.
6. The teacher taught us a new poem.
7. The judge delivered the judgment.
8. He told a white lie.
9. The beggar asked for alms.
10. We played in the park.

1.10 Simple Future - Negative and Interrogative

Similarly, **negative** form of the **simple future tense** is formed by inserting *not* between *will* or *shall* and *be* as follows:

I shall not be going.
We shall not be going.
You will not be going.
The children will not be going.

Interrogative of this tense is formed by transferring *will* or *shall* to the beginning of the sentence, i.e. by placing it before the subject:

Shall I be going?

Shall we be going?

Will you be going?

Will they be going?

Similarly, negative-interrogative of this tense is formed by inserting *not* between *will* or *shall* and *be* and then transferring *will* or *shall* to the beginning of the sentence as follows:

Shall I not be going?

Shall we not be going?

Will you not be going?

Will you not be going?

Will he not be going?

Will they not be going?

Check Your Progress-VIII

Change each of the following sentences to its **negative, interrogative and negative-interrogative** forms:

1. I shall be having coffee after lunch.
2. We shall be speaking to him about it
3. He will be reading the Geeta early in morning.
4. She will be switching off the light just now.
5. We shall be going to watch movie tonight.
6. John will be selling his house in Mumbai.
7. I shall be staying with his uncle in Delhi.
8. Good students will be studying regularly.
9. It will be raining when we come back.
10. I shall be returning in a few days only.

1.11 The Sequence of Tenses

The principle in accordance with which the tense of the verb in a subordinate clause follows the tense of the verb in the principal clause is called the **sequence of tenses**.

The sequence of tenses applies chiefly to adverb clauses of purpose and noun clauses.

Remember that *if there is a past tense in the principal clauses, it must be followed by a past tense in the dependent clauses*.

For example:

He asked me whether I had seen his book.
 We never understood why he got so angry.
 He said that he would come.
 I never thought that he would help me
 I would do this if I were allowed.
 He would join the party if you wished so.
 He worked so hard that he might succeed.

However there is an exception to this rule, i.e. the past tense in the principal clause may be followed by present tense in the subordinate clause when the subordinate clause expresses a universal truth.

For example:

Galileo discovered that the Earth moves round the Sun.
 The teacher taught us in the school that honesty is the best policy.
 We were shocked to find that she is an ill-tempered woman.

Further, *when the subordinate clause is introduced by conjunction of comparison such as ‘than’, it may be followed by any tense required by the sense in the subordinate clause. That means, in such cases, any tense can be followed by any tense, even if there is a past tense in the principal clause.*

For example:

He loved you more than he loves me.
 He will help you more than he helped me.
 He liked you more than he likes me.

This rule also holds true in the case of *as well as* in the place of *than*.

Similarly, when the dependent clause is introduced by a conjunction of purpose, the following rules are observed.

- (a) If the verb in the principal clause is in the present or future tense, the verb in the dependent clause must be expressed by *may* (present tense).
- (b) If the verb in the principal clause is in the past tense, the verb in the dependent clause must be expressed by *might* (past tense).

For example:

He works hard so that he *may* get a promotion.
 He is coming so that he *may* see me.
 He will have gone so that he *may* reach in time.
 He will be going so that he *may* meet the minister.

I shall train him so that he **may** stand first.

He had worked hard so that he **might** pass in the exam.
He had gone there so that he **might** negotiate the proposal.

Also remember, *if there is the present or future tense in the principal clause, it can be followed by any tense in the dependent clause.*

For example:

He knows that I **was** absent.
I think that he **would be** allowed.

He **will** feel that he is the boss.
You **will** believe that he had been reading for a long time.

Check Your Progress-IX

Complete the following sentences observing sequence of tenses.

1. We eat that we _____ live.
2. I wished that I _____ come earlier.
3. He said that he _____ try again.
4. In order that she _____ learn Bharata Natyam, she engaged a teacher.
5. She worked hard so that she _____ the prize.
6. They ran so that they _____ arrive in time.
7. I wished that I _____ there.
8. He remained silent as soon as he _____ heard this news.
9. I would do this if I _____ allowed.

1.12 Let Us Sum Up

Now, you have a fair idea of how to use the **be** verb and the sequence of tenses correctly. This should enable you to communicate in an appropriate manner and comprehend the English texts properly.

Before you go to the next unit of study, you can assess yourself by attempting to answer the questions that follow and verifying the correctness by referring to the answers given thereafter.

1.13 Key Words

- Predicate (n)** : Part of a statement which says something about the subject
Predicate (v) : Declare/Indicate
Transitive : Taking a direct object.
Recurrent : Occurring repeatedly
Principal : Main
Sub-ordinate : Dependent
Represented : Standing for some idea/conveying some idea
Sequence : Connected line of events.

1.14 Check Your Learning

1. **Put the correct form of verbs given in brackets.**

- (a) Seema: Where he (come) from?
 Kailash: He (come) from Japan. He (speak) four languages.
- (b) Mr. Sharma always (read) newspapers in the evening.
 Mrs. Sharma sometimes (knit) but she (not knit) tonight.
- (c) In most countries, a child (start) school at six and (stay) for about five years in a primary school. Then he (move) to a secondary school. At 17 or 18 he (take) an exam; if he (do) well in this examination he can go on to a university if he (wish).
- (d) I usually (go) by train, but this time, I (go) by bus. It (take) longer but it (cost) less.
- (e) What (happen) in your class? The teacher (give) lectures everyday?
 No. He (give) one lecture a week, and on the other days he (show) films or (discuss)
- (f) I (not think) your brother (enjoy) the party. He (keep) looking at his watch.
 Oh, I am sure he (enjoy) it. He always (enjoy) your parties. But I know he (want) to be home early tonight because he (expect) an important telephone call.
- (g) I (hear) that you have bought a new house.
 Yes, but I (not live) in it yet. They still (work) on it, and the work (take) longer than I expected.
- (h) How you (break) your leg?
 I (fall) off a ladder when I (put) curtains. The worst of it (be) that it (be) just before the vacation.
- (i) Tonight they (Watch) a very modern comedy. They (enjoy) it, but they (not understand) some of the jokes.
- (j) He seldom (read) books. He rather (prefer) to watch T.V.

Hints-1

- (a) does he come; comes; speaks
- (b) reads; knits; isn't knitting,
- (c) starts; stays; moves; takes; does; wishes
- (d) go, am going, do you want
- (e) happens, does the teacher give; gives, shows, discusses
- (f) do not think, is enjoying; keeps, is enjoying, enjoys, know, wants, is expecting/expects
- (g) hear; am not living; are still working; is taking
- (h) did you; fell; I was putting; was; was
- (i) are watching; are enjoying, don't understand
- (j) reads; prefers.

2. **Put the correct form of verbs and rewrite the sentences.**

- (a) I (buy) a new house last year, but I (not sell) my old house yet; so at the moment I have two houses.
- (b) She (go) to Canada six months ago. She (work) in Canada for a while and then (go) to the United States.
- (c) Sekhar usually has breakfast at 8.00. Yesterday at 8.30, Sudhansu (meet) Sekhar and (offer) him an apple. 'No, thanks,'(say) Sekhar. 'I just (have) breakfast.'
- (d) You (be) to Cambridge?
 - Yes, I (be) there last month.
 - How you (get) there?
 - My brother (take) me in his car.
- (e) How long you (be) in your present job?
 - I (be) there for six months
 - And what you (do) before that?
 - Before that I (work) for Godrej Company.
- (f) You look exhausted!
 -Yes, I (play) tennis and I (not play) for years, so I am not used to it.
- (g) I wonder if anything (happen) to Tom. I (wait) for an hour. He often (keep) me waiting, but he never (be) quite so late.
- (h) That man (stand) at the bus stop for the last half an hour. Shall I tell him that the last bus already (go)?
- (i) I just (remember) that I (not pay) the rent yet. I am surprised that the landlord (not ring) me up to remind me.
- (j) He (park) his car under a 'No Park' signboard and (rush) into the shop. When he (come) out of the shop ten minutes later, the car (be) no longer there.
- (k) He (wonder) if someone (steal) it or if the police (drive) it away.

- (l) He (keep) looking at her, wondering where he (see) her before.

Hints-2

- (a) bought; haven't sold,
- (b) went, worked, went
- (c) met, offered, said, have just had,
- (d) have you been, was, did you get, took,
- (e) have you been, have been, did you do/where you doing; worked/was working
- (f) have been playing, haven't played,
- (g) has happened, have been waiting/have waited, has often kept, has never been,
- (h) has been/standing, has already gone,
- (i) have just remembered, haven't paid, has not rung ,
- (j) parked, rushed, came, was,
- (k) wondered, had stolen, had driven,
- (l) kept/keeps, had seen.

1.15 Suggested Readings

Since the above material is not exhaustive, you may refer to some more books as given below to develop a better understanding of your course content.

- | | | |
|-------------------------------|---|---|
| Thomson, A.J. & A.V. Martinet | : | <i>A Practical English Grammar.</i>
OUP, New Delhi. 1961. |
| Thomson, A.J. & A.V. Martinet | : | <i>A Practical English Grammar Exercises 1&2.</i>
OUP, New Delhi. 1961. |
| Wren and Martin, | : | <i>High School and Grammar and Composition,</i> Mc Millian. |
| Hornby, A.S. | : | <i>Guide to Patterns and Usage in English.</i> ELBS, New Delhi. (2nd ed.) 1975. |

1.16 Hints/Answers to Questions in Check Your Progress

Check Your Progress-I

1. a) am, b) is, c) is, d) was, e) is, f) is, g) is, h) am, i) is, j) are, k) are, l) are, m) are, n) are, o) are

2. Example: (i) I am a boy. (ii) They were in service during World War-II, etc.
3. Example: (i) I am playing. (ii) The cow is grazing in the field, etc.

Check Your Progress-II

- | | |
|---------------------------------|--------------------------|
| 1) was raining | 2) went |
| 3) jumped, moving | 4) became |
| 5) had read | 6) went |
| 7) had invaded | 8) left, had reached |
| 9) worked | 10) had not stayed |
| 11) entered, was writing | 12) explained, would not |
| 13) was, washing, rang | 14) was writing |
| 15) arrived, was still sleeping | 16) Played |
| 17) had | 18) broke, heard |
| 19) rang | 20) was boarding, fell |

Check Your Progress-III

- | | |
|-------------------------|-----------------------|
| 1. would have completed | 2. would have married |
| 3. would stay | 4. would go |
| 5. would wait | 6. shall not |
| 7. shall post | 8. shall |
| 9. will not go | 10. shall call on |

Check Your Progress-IV

1. The postman does not deliver the mail twice a day.
2. The sun does not rise in the east.
3. We do not go to school every day.
4. She does not learn dance on every Sunday.
5. The children do not go to park on holidays.
6. The sun does not revolve round the sun once a year.
7. Ram does not wear a new shirt.
8. My friend does not work in a large industry.
9. My mother does not worship God.
10. I do not take chapatti in dinner.

Check Your Progress-V

1. Do the Policemen punish the culprits?
2. Does she go to school everyday?
3. Does the teacher guide the children in the hostel?
4. Don't you attend the classes regularly?
5. Does she suffer from malaria?

6. Do we go to Goa for holidaying every year?
7. Do they perform their duties sincerely?
8. Do we respect our elders?
9. Does she sing well?
10. Do they quarrel over small issues?

Check Your Progress-VI

1. Do I not stay with my maternal uncle at Shimla?
2. Does he not take pride in his health and wealth?
3. Does this tablet not taste very bitter?
4. Does she not work all day long?
5. Do the rich not seldom help the poor?
6. Do the employees not make an appeal to the manager?
7. Do I not go to office at 9.30 A.M. every day?
8. Does Harish not play cricket well?
9. Do we not love to eat Pizza in winter?
10. Does she not look beautiful?

Check Your Progress-VII

<i>Negative</i>	<i>Interrogative</i>	<i>Negative Interrogative</i>
1. Humayun did not dig his own grave	Did Humayun dig his own grave?	Did Humayun not dig his own grave?
2. The Lion did not roar aloud in anger.	Did the tiger roar aloud in anger?	Did the tiger not roar aloud in anger?
3. Shivaji did not escape from the prison.	Did Shivaji escape from the prison?	Did Shivaji not escape from the prison?
4. She did not sing a melodious.	Did she sing a melodious song?	Did she not sing a melodious song?
5. The children did not play a nice game.	Did the children play a nice game?	Did the children not play a nice game?
6. The teacher did not teach us a new poem.	Did the teacher teach us a new poem?	Did the teacher not teach us a new poem?
7. The judge did not deliver the judgement.	Did the judge deliver the judgement?	Did the judge not deliver the judgement?
8. He did not tell a white lie.	Did he tell a white lie?	Did he not tell a white lie?
9. The beggar did not ask for alms	Did the beggar ask for alms?	Did the beggar not ask for alms?
10. We did not play in the park.	Did we play in the park?	Did we not play in the park?

Check Your Progress-VIII

<i>Negative</i>	<i>Interrogative</i>	<i>Negative interrogative</i>
1. I shall not be having coffee after lunch.	Shall I be having coffee after lunch?	Shall I not be having coffee after lunch?
2. We shall not be speaking to him about it.	Shall I be speaking to him about it?	Shall I not be speaking to him about it?
3. He will not be reading the Gita early in morning.	Will he be reading the Gita early in the morning?	Will he not be reading the Gita early in morning?
4. She will not be switching off the light just now.	Will she switch off the light just now?	Will she not be switching off the light just now?
5. We shall not be going to movie tonight.	Shall we be going to movie tonight?	Shall we not be going to movie tonight?
6. John will not be selling his house in Mumbai.	Will John be selling his house in Mumbai?	Will John not be selling his house in Mumbai?
7. I shall not be staying with his uncle in Delhi.	Shall I be staying with his uncle in Delhi?	Shall I not be staying with his uncle in Delhi?
8. Good students will not be studying regularly	Will Good students be studying regularly?	Will good students not be studying regularly?
9. It will not be raining when we come back.	Will it be raining when we come back?	Will it not be raining when we come back?
10. I shall not be returning in a few days	Shall I be returning in a few days only?	Shall I not be returning in a few days only?

Check Your Progress-IX

- | | | | |
|--------------|-----------|----------|----------|
| 1. may | 2. should | 3. might | 4. might |
| 5. might get | 6. could | 7. were | 8. had |
| 9. were | | | |

Unit-D

Fundamentals of Good Writing II

2.0 Objectives

After reading this Unit carefully and successfully you should be able to:

- use of the Modal Auxiliaries and phrases (should, ought to, have to, can, may, used to, supposed to) in different situations;
- know how to use the Adjectives (some, any, a few, less, much/many/ a lot of);
- know how to make short answers using too/so/either/neither and tag-endings.
- know where to use passive voice sentences and also how to get these from available active voice forms;
- know how to change expressions in Direct Speech into Indirect Speech and vice versa;
- know how to get the comparative and superlative forms of adjectives and adverbs in situations where you are making comparisons between or among people or things; and
- express yourself better both in speaking and writing in English in most of your daily life situations.

2.1 Introduction

In the preceding unit we introduced you to the world of tense and tried to make you understand how the sentences form different structures in different tenses. Reasonable emphasis was also given to make you aware of the negative and interrogative sentences. This unit plans to take you to the extended horizon of applied English grammar. You will be aware of the use of modal verbs, tag-endings, subject-verb agreement, narration, voice and degree of comparison. This units plan to pave your path for a better understanding of English grammar and its variegated fields by imparting lessons, citations, examples and exercises in exactness and with accuracy.

2.2 Use of should, ought to, have to, can, may, used to, supposed to

2.2.1 Should

We use 'should' in the following conditions:

- (a) When we change the speech direct into the indirect one, we use '**should**' as the past tense of '**shall**'. The following examples are illustrative:

Direct speech : The teacher said, "We shall not visit the SARS affected tourist places."

Indirect speech : The teacher said that they should not visit the SARS-affected tourist places. (**‘Would’** in place of **‘should’** can also be used.)

Exception : When ‘shall’ suggests an expression to refer to future action/time, we use ‘would’ in place of ‘should’ in indirect speech.

For example:

Direct Speech : His sister said, “I shall come tomorrow to meet you in your office.”

Indirect speech : His sister said that she would (not ‘should’) come to meet him in his office the next day.

(b) When we want to express a moral obligation, we use **‘should’**, e.g.

You should obey your elders.

You should ask for clarifications when you have doubts in any subject.

You should always work hard to achieve lasting success.

You should not tell a lie since it could bring you punishment.

One should do one’s duty.

(c) When we give an advice or when we recommend anything, we use **‘should’**, e.g.

You should take a long walk every morning to keep yourself physically fit.

You should visit the dentist once in every six months to save your teeth from diseases.

Your father should pay tax in time to be relieved from unnecessary tension.

You should keep the heater-switch off when you move out of your house for some work.

(d) When we like to talk of probability, we use **‘should’**, e.g.

He is not at home; he should be in the library now. A letter, even by ordinary post, should reach Itanagar by the end of the week if you send it from Bomdila today.

(e) When we use **‘lest’** in a sentence, we use **‘should’**, e.g.

He ran to the station lest he should miss the train.

Walk slowly lest you should fall.

Drive carefully lest you should break your leg.

- (f) When we want to express a supposition that may not be true in sentences with clauses of condition, we use **'should'**, e.g.

If they should not like the proposal, they will return her photograph to her parents.

If it should rain, the boys will not go to school.

If you should believe in them, you will be a fool.

- (g) When we go to use a polite form of **'want'** we use **'should'** as in **'should like'**, e.g.

I should like you to set the table as the guests have already arrived for dinner. (**'Would like'** in place of **'should like'** can also be used.)

I should like you to escort her to the bus-stop.

Tell them I should/would like them to wait for us near the church.

- (h) When we express a past obligation that was not fulfilled, we use **'should'** with perfect infinitive, e.g.

He should have worked honestly to avoid termination from his job.

You should have driven the car more carefully and thus the accident could have been avoided.

They should have taken good care of their children to ensure for them a truly bright future.

2.2.2 Ought to

- (a) We use **'ought to'** to express moral obligation or social desirability; e.g.

We ought to follow the family discipline.

One ought to care for one's old parents.

She ought to behave politely with seniors.

We ought not to be cruel towards our pets.

- (b) We use **'ought to'** to express strong probability, e.g.

Mandela ought to become the President.

They ought to win as they have prepared very well.

Prices of computers after this budget ought to be cheaper.

- (c) We use **'ought to'** as a near replacement for **'should'**, e.g.

Your father ought to (=should) be ashamed of his childish behaviour in his insistence that movies spoil children.

You ought not to (=should not) feel guilty since I am equally responsible for this accident.

2.2.3 Have to

- (a) We use **'have to' (=must)** to indicate obligation, **e.g.**

As the member of the cricket club of our village, I have to be in the field by 6 O'clock in the morning for the regular exercises.

You have to collect the entire amount yourself since you have asked your brothers to take other responsibilities.

He has to come to the college tomorrow because he has to collect his stipend money.

- (b) When we have reference to a particular occasion in mind, we use **'have to' (without 'do', 'does', 'did' in negatives and questions), e.g.**

You have to report for the meeting by 4.P.M. today.

Do you have to complete the work this May itself?

They have not to go there tomorrow as there is a week's time still in their hands.

Children haven't to go to school today as it is raining very heavily.

- (c) When we refer to habitual behaviour or things done as a rule, we use **'have to' (with do, does, did), e.g.**

In the camps, workers do have to get up early to attend the morning exercises.

Do you have to wash your clothes in your hostel?

Children and old people in every family don't have to work much.

2.2.4 Can

- (a) We use **'can'** for present and future time, and **'could'** for past time to express ability or capacity to do something, **e.g.**

He can drive a tractor.

One can't (cannot) swim across a river when it is flooding.

He could not repay the amount last month because he had to hospitalise his ailing child.

- (b) We use **'can'** in spoken English and normally **'may'** in writing to ask for or to give permission, **e.g.**

Can I go home now, please? (In writing - May I go home now?)

Can you lend me your watch for only one hour?

Can I smoke here?

You can take this table for your use.

- (c) We use **'can'** to express possibility in interrogative and negative sentences and for affirmative sentences we use **'may', e.g.**

He may be in the market now.
 Can this be true?
 She cannot be his mother as he appears much older than her.

2.2.5 May

- (a) We use **'may'** when we seek permission (**in a very formal way**) or to give permission, **e.g.**

May I come in, Sir?
 May I borrow your car for a day?
 You may go now.
 You may collect your papers today.

However, we use **'might'** to ask for permission with much more politeness than above, **e.g.**

Might I put in a suggestion?
 Might I have a word with you?

- (b) We use **'may'** to express possibility, **e.g.**

It may rain this afternoon.
 He may not do very well in the examination this year as his preparation is not very good.
 I may meet you within a day or two.

However, we use **'might'** to express possibility with lesser confidence, **e.g.**
 It might rain tomorrow.
 He might visit you when his brother meets you on Monday.

- (c) We use **'may'** to express a wish in a very formal way, **e.g.**

May you live long.
 May happiness attend the newly wed.
 May your mother recover very fast.

- (d) We use **'may'** in the direct speech and **'might'** in the indirect speech, **e.g.**

He said, "The examination may be held in the second week of April".
 He said that the examination might be held in the second week of April.

2.2.6 Used to

- (a) When we express a habit in the past, we use **'used to'** with the first form (i.e. the present tense form) of the verb, but we don't use the present tense form of **'used'** as **'use to'**, e.g.

They used to go for the morning walk (Now they don't do it any more).
 We used to visit them regularly when we were their neighbour. (Now we visit them only occasionally as we have shifted to a new locality).
 My brother used to bring rich presents for all of us when he returned home from his office. (Now he doesn't as we are no longer the same small kids).

- (b) When we refer to existence of something in the past, we make use of **'used to be'**, e.g.

There used to be a big banyan tree in this place long ago. (Now there has come up a beautiful park.)
 There used to be students from all over Arunachal Pradesh studying in J. N. College, Pasighat and the total strength would run upto three thousand or more. (Now there are fewer students because colleges have come up in different parts of the state).

- (c) **'Use to'** (as present tense form of **'used to'**) is generally not used in conversation, but we use the form **'didn't use to'** to express a past habit in Negative sentences, e.g.

When he was a student, he didn't use to smoke. (Now as he has entered into adult years, he smokes).
 When he was poor, he didn't use to have quarrels with others. (Now as he has grown rich, he frequently quarrels).

2.2.7 Supposed to

- (a) We use **'supposed to'** when we refer to duty, traditions and established customs, e.g.

A good student is supposed to work hard and on a regular basis throughout the year.
 Am I supposed to clean your shoes? You must know I am your father.
 A political party with majority is supposed to provide us with a stable government.
 The bridegroom's father is supposed to give some mithuns towards the bride price in most marriages held in the tribal communities.

- (b) When we express obligations as under some promise or commitment already made or as under expectations of others, e.g.

At what time is the plane supposed to take off?

Is the chief guest not supposed to arrive at the festival celebration venue in time?

Check Your Progress-I

A. Fill in the blanks first with **should** and the verb in parentheses, then with **ought to** and the verb in parentheses

1. Helen_____more (Study)
2. I _____ more time on my English lessons (spend)
3. He_____ his medicine every day. (take)
4. You_____a reservation first. (make)
5. We_____not _____late at night. (stay out)
6. People _____ not_____so much. (smoke)
7. Your sister _____tonight. (study)
8. Your friend when _____ he meets people for the first time. (shake hands)

B. Change the following in order to introduce **'have to'** or **'had to'**:

1. It is necessary for us to finish this exercise today.
2. It is necessary for you to come back later.
3. Yesterday it was necessary for me to go to the bank.
4. It was necessary for them to take care of the cow.
5. Was it necessary for them to fly to California?
6. It is necessary for you to stop smoking?
7. It is not necessary for her to wait any longer.
8. Is it necessary for me to sell the cow?

C. First change these statements to questions, and then respond with negative answers.

1. Mark will go to the movie with them tonight.
2. He can operate that sewing machine.
3. Lin can speak Chinese.
4. Marry can run faster than Bill.
5. Tara will come with us on vacation this summer.
6. Hal asked him for help yesterday afternoon.
7. Eva can see the chalkboard from her seat.
8. They left when they were finished.

D. Rewrite these sentences to introduce **used to**. Add any necessary phrases to complete the meaning.

1. He played the piano. (He used to play the piano, but now he doesn't)
2. Peter climbed the telegraph pole.
3. Olivia sat and listened.

4. She grazed quietly in the field.
5. Was she like an old friend to them?
6. Did they ride upon her back?
7. They didn't spend much time with their father.
8. They didn't wave at the trains when they passed

E. Using the verbs in parentheses, supply the correct forms of **supposed to**:

1. The train is supposed to arrive at six o'clock (arrive)
2. They _____ the cow. (take care of)
3. She _____ yesterday. (arrive)
4. They _____ them yesterday. (deliver)
5. They _____ them tomorrow. (deliver)
6. We _____ not _____ until she arrives. (leave)
7. _____ the books _____ last week? (deliver)
8. _____ we _____ this book by June? (finish)

2.3 Some/any/a few/less; much/many/a lot of

The words like 'some/any; a few/less/much/many/a lot of are examples of adjectives of quantity and we use these to refer to no exact number(s). We call these quantitative adjectives of the indefinite kind or indefinite numeral adjectives.

2.3.1 Some

We use 'some' in affirmative sentences, e.g.

Some of my friends have sent me New Year Greetings. (Some + not all, I do not know exactly how many of my friends as also which of them have sent me New Year Greetings.)

Give me some money to meet my monthly family expenditures. (I am here asking for 'not all money' that I should get from you).

2.3.2 Any

We use 'any' for negatives and questions, e.g.

Do you want to give him any help?

Don't give him any money as he wastes everything on drinking.

2.3.3 A few/Few

We use ‘a few’ to mean ‘not many’ and ‘few’ to mean ‘almost-none’, e.g.

A few people can tell you about the real contribution of Netaji Subhash Chandra Bose to the freedom of India. (A few =not many).

Few people in villages can readily tell you how AIDS spreads. (Few = almost none, hardly any).

2.3.4 Less

We use ‘less’ to mean not ‘more’ for quantity and size

Researchers now tell us that we know about less number of heavenly bodies than those actually existing (‘Less’ as opposed to ‘more’ in such sentences suggest comparison).

The percentage of failure in this college for the last university examinations is less this year. (Last year the percentage of failure was more).

Today due to heavy rainfall attendance in the class is less than what it was throughout this week.

Less numbers of people in the villages are government servants. (More people in cities and towns are government servants).

2.3.5 Fewer

We use ‘fewer’ to refer to number to bring in the sense of comparison, e.g.

Fewer than ten persons attended the meeting.

Fewer people than were expected died in the Gaisal railway accident.

2.3.6 Much

(a) We use ‘much’ to refer to quantity or amount and ‘many’ to refer to number, e.g.

Many of her friends did well at the last examination.

Did the fire destroy many houses in the villages?

Many of you were not present in the yesterday’s meeting.

Many people were rendered homeless during the last floods.

The medicine did not do him much good.

You will not find much difficulty to find my house; it is very near the town’s only cinema hall.

Many people lost much of their property to the last earth quake.

(b) **We use ‘much’ in sentences when we use ‘much too’ kind of expressions, e.g.**

The quality of a good speech is that it must never be much too long.
When you speak much too quickly, much of what you say gets missed because many of the words are not normally heard and understood.

2.3.7 A lot of

We use ‘a lot of’ in the sense of ‘many’ for the number/countable and ‘much’ for quantity and amount/uncountable, e.g.

You make a lot of mistakes as you write your answers (=many)
There is a lot of (= much) time now to prepare for the final examination.
The examination is in April and this is only December now.

Check Your Progress-II

A. First change these statements to questions, and then give negative response to the questions:

1. She found some gloves. (Did she find any gloves? She didn't find any gloves)
2. They spoke to someone in that office.
3. He lost something, there.
4. Maria put something in her pocket.
5. He hired some more workers.
6. The group saw some interesting collections.
7. They had some interesting things to show her.
8. There will be someone there to greet Mr. Gomez.

B. Supply the correct form: **a few/fewer/less**

1. Marta has fewer friends than Ben.
2. She has only _____ friends.
3. I've begun to drink _____ coffee than I used to.
4. My friend, too, drinks _____ cups than she used to.
5. Did you go to the store with _____ money than you thought?
6. Let's discuss it now; I have _____ minutes.
7. She has written _____ books than her brother.
8. Do you have _____ pieces of note paper you can lend me?

C. Complete the following sentences with ‘**much**’ or ‘**many**’

1. There aren't many large factories in this town.
2. He doesn't spend _____ time on his English.

3. Does this factory produce _____ different kinds of products?
4. Does she spend _____ money on clothes?
5. Is there _____ oil in Venezuela?
6. He doesn't drink _____ milk.
7. Does he have _____ friends in this school?
8. There aren't _____ mountains in that part of the country.

2.4 Use of too/so, either, neither

2.4.1 Too

(a) We use **e.g. 'too'** in the sense of **'also'**

1. I won a prize. My sister also got a prize.
We could say: I won a prize. My sister got a prize too.
2. Your mother loves you. Your aunt loves you.
We write: Your mother loves you. Your aunt loves you too.

(b) **'too... to' (to suggest reason), e.g.**

1. He is too proud to salute his teacher.
He is so proud that he will not salute his teacher.
He is very proud and thus, he will not (= is unlikely to) salute his teacher.
2. He is too weak to run.
He is so weak that he cannot run.
He cannot run because he is too (very) weak.
3. She is too polite to answer you back.
She is so polite that she cannot/will not/won't answer you back.
She cannot/will not/won't answer back (to you) because she is too (=very) polite.

(c) **too (excess and with negative implication), e.g.**

1. It is too cold. (It is very/unbearably cold.)
2. This room is too small for my family. (This room is very/unthinkably small for my family. My family is big and I need a bigger and more spacious room.)

2.4.2 **Very/too/so, either, neither**

(a) **We usually use 'very' and 'so' in positive sense and 'too' in negative sense.**

The above examples may tell us how 'too' goes with a negative connotation. The following examples may tell us how 'very' and 'so' are usually used in the positive sense, **e.g.**

He is very calm, cool and gentle.
 The cuckoo sings very sweetly in the mango groves.
 I am very glad to meet you.

- (b) **‘So’ in the ‘so...that’ phrase always means the positive virtue in the ‘so adjective/adverb’ part and the negative possibilities in the ‘that...clause’.**

In such examples ‘so...that’ form is always used to explain ‘too...to’ form with its negative suggestion, **e.g.**

He is so gentle that he won’t complain against you even as you torture him ever increasingly.

In the above ‘so gentle’ part a positive virtue is praised/ discussed to suggest an unreasonable degree or excess.

In **‘too...to’** we would have it as;

He is too gently to complain against you.

‘So’ in so...as’ phrase usually comes in the form of ‘not so...as, **e.g.**

He is not so gentle as his brother.

She is not so polite as her sister.

He would not teach you so well as Mr. Rastogi would do.

In these sentences we usually make a comparison to suggest that in degrees somebody or something lags behind the other with which they are compared (in (i) we find his brother is more gentle (than him); in (2) we find she is less polite (than her sister); and in (3) we find that Mr. Rastogi is a better teacher).

- (c) **‘So’** is also used to offer reason, e.g.

He is polite. So he should be treated with kindness. (The above sentences together would mean: Because he is polite, he should be treated with kindness).

He is very irregular. So he must be punished.

This pair of sentences would mean:

He must be punished because he is very irregular.

- (d) **‘So’** is also used in **‘so also...’** form to mean repetition (to help avoid repetition of words to mean the same thing(s) stated); e.g.

1. You are very lazy. So also (is) your younger brother. (Both you and your younger brother are (equally) lazy.)

- (e) **Either/Neither**

We also use auxiliary verbs with **too**, **so**, **either**, and **neither** to avoid repetition. **Too** and **so** are used in affirmative sentences; **either** and **neither** are used in negative sentences.

He likes her, and I do too.
 He likes her, so do I.
 He doesn't like her, and I don't either.
 He doesn't like her, and neither do I

(f) **Short Answers**

- a. In answering a direct question in English, we often use only the subject of the sentence, expressed generally by a pronoun, and the proper auxiliary verb, e.g.
- | | |
|-----------------------|----------------------|
| Do you speak English? | Can John write well? |
| Yes, I do. | Yes, he can |
| No, I don't. | No, he can't |
- b. We use auxiliary verbs in the following manner to avoid repetition.
- He likes here, but I don't.
 He isn't going, but I am.
 She won't do it, but I will.

Check Your Progress-III

A. Shorten the following sentences first by using a verb phrase with **too**, then by using a verb phrase with **so**.

1. He wants to go there, and she wants to go there. (He wants to go there, and she does too. He wants to go there, and so does she.)
2. Liz left right after lunch, and Bob left right after lunch.
3. She is going to the concert, and I am going to the concert.
4. Kay will be here at ten o' clock, and I will be here at ten o clock.
5. My watch is fast, and your watch is fast.
6. She wanted to go to a movie, and I wanted to go to a movie.
7. She is making good progress, and her brother is making good progress.
8. Evan has gone back to Europe, and his wife has gone back to Europe.

B. Shorten the following sentences first by using a verb phrase with **either**, then by using a verb phrase with **neither**.

1. He doesn't want to go, and she doesn't want to go. (He doesn't want to go, and she doesn't either. He doesn't want to go, and neither does she)

2. Grace didn't like the movie, and I didn't like the movie.
3. She won't be here, and her sister won't be here.
4. She hasn't ever been in Europe, and I haven't ever been in Europe.
5. Lew hadn't seen the movie, and I hadn't seen the movie.
6. He wouldn't say such a thing, and I wouldn't say such a thing.
7. Margaret can't swim, and I can't swim.
8. He doesn't know her well, and I don't know her well.

C. Add the proper auxiliary verb.

1. He remembers, but I don't.
2. Albert is a god student, but his son_____.
3. Albert is not a good dancer, but his daughter_____.
4. She went to a party, but he_____.
5. Janet won't be here tomorrow, but I_____.
6. My mother will love the plan, but my father_____.
7. I can speak English, but my uncle_____.
8. I speak Turkish, but my sister_____.

D. Give short answers to these questions, first an affirmative answer, then a negative answer.

1. Do you like to study English? (Yes, I do. No, I don't)
2. Does he like his class?
3. Did she remember her old teacher?
4. Will you be able to recognize them?
5. Has he won the medal?
6. Can you hear the bell?
7. Was he an old pupil?
8. Is she an engineer?

2.5 Question Tags or Tag-ending

When we want to draw attention to something or to give it added emphasis, we use question tags. These are questions we attach to statements nominally to ask opinion of others, **e.g.**

It is very cold today, isn't it?

We have plenty of time before we prepare for the finals, haven't we?

A stitch in time saves nine, doesn't it?

The final examinations are very soon going to be over, aren't they?

(a) We attach a negative tag to a positive statement, e.g.

He visits us very frequently, doesn't he?

We are proud of Netaji, aren't we?
The small children are fond of sweets, aren't they?

- (b) **We attach a negative tag to statements made with 'a few' and 'a little' as these uses ('a few', 'a little') have a positive sense, e.g.**

A few people in the world today do act with conscience, don't they?
A little attention paid in time saves you a lot of trouble, doesn't it?

- (c) **We attach a positive tag to a negative statement, e.g.**

They are not very helpful to us, are they?
Sonam is not very careful about most things, is she?
Late publication of results does not help the students, does it?
Dimly lit streets are not safe to move about in the evening, are they?

- (d) **We attach a positive tag to a statement when it conveys a negative idea, e.g.**

None of the poor neighbours was invited to the rich man's party, were they?

Money grows nowhere these days, does it?

A very low interest rate on savings bank deposits is nothing, is it?

We attach a positive tag to a statement made with words like *little, few, hardly, rarely, scarcely and seldom*

- (e) **Since such words express a negative sense, e.g.**

Little help is given to people living in remote villages in all matters, is it?

Few people challenge an unresponsive administration, do they?

We can scarcely write anything when so much noise is made during or lecture, can we?

You seldom visit us these days, do you?

- (f) **We use a positive tag for statements made with the adverb 'only', e.g.**

There are only a few seats left, are there?

For the above 'only'-statements, we also use a negative tag, e.g.

We were only just in time, weren't we?

There are only a few seats left, aren't there?

Check Your Progress-IV

Add the correct tag ending to the following sentences

1. She goes shopping everyday, doesn't she?
2. He has been studying English a long time, _____?
3. Mathew is a good student, _____?
4. She plays the piano well, _____?
5. You haven't had your lunch yet, _____?
6. He can't speak English, _____?
7. I shouldn't drive so fast on this road, _____?
8. We won't have enough money to get in, _____?

Unit E
Fundamentals of Grammar II
Voice

The Passive Voice

We describe events and actions. When we say somebody does the action, we are then making use of the active voice. When, however, we make an action important and do not take interest in the person doing the action, we make use of passive voice. It follows that the doer of the action is passive (=not active).

2.6.1 Active Voice

When the doer of the action is active and thus important, we get the active voice, e.g.

My friends brought me nice gifts on my last birthday (active voice)
You gave her this year's calendar. (active voice)
Who teaches us English? (active voice).
In the above examples, we find that the doers ('My friends' and 'You') are active and important. Thus, we understand that the sentences above are in the active voice.

2.6.2 Passive Voice

When our attention and interest lie more in the action than in who does the action, Thus, we are prompt to identify the sentences as the passive voice sentences, e.g.

Gitanjali was written by Tagore. (passive voice).
This telegram has been sent by my brother. (passive voice).
Cotton is grown in Egypt. (passive voice).
She was bitten by a stray dog. (passive voice).
This bridge was constructed last year. (passive voice).
The book was left on the table. (passive voice).

We have to know that passive voice is just not another way of expressing actions shown in the active voice. We use the passive voice form when the doer is not known or it does not make any difference to know the doer or not.

2.6.2.1 The ways to make expressions using the passive voice form

We follow the following steps to make expressions using the passive voice form:-

1. We find out the Subject and the predicate parts of the sentence.
He did this work.

Here, **He**-subject

did this work- Predicate

2. In the predicate part we look for the verb and satisfy ourselves that the verb is a transitive verb (= the verb has the object or objects).

In the above example,

this work - obj

did - transitive verb

3. We look at the tense form and use appropriate forms of the verb 'to be' (=be) with the third (=past participle) form of the verb.

e.g. **did**, the past tense form of verb '**do**' becomes, '**was done**'

4. We bring the object (one of the objects and normally the indirect object where both direct and indirect objects are) to the subject place in the new sentence (i.e. the sentence we are going to put into passive voice form).

e.g. He did us this favour

Here, **This favour** - direct, **us** - Indirect

So, This favour was done to us by him.

We were done this favour by him.

5. We take the subject (in the available sentence in the active voice form) to the end of the new sentence (to show the subject as the agent of the action) or leave it out completely (if we feel it not so much necessary to mention the agent of action).

e.g. 1. *The Ramayana* was written by Valmiki.

In 'by Valmiki' we have the agent here as we want definitely to know who wrote *the Ramayana*.

2. Cotton is grown in Maharashtra.

Here we are not interested to know the agent growing cotton or we know well that farmers grow cotton and hence mentioning them specially is not required. Hence, no 'by'-phrases are required to name the agents in such expressions.

6. We do not change the tense of the verb. We just change its form (We add the appropriate form of 'be' verb (=helping verb) and the third form (past participle form) of the verb available in the active voice sentence given)

7. We use the preposition 'by' (and in some cases 'to', 'with', etc.) as per usage with the verb before the agent and after the verb

e.g. 'was done **by** him'

2.6.2.2 Some important notes on voice change, etc.

For voice change (i.e. to put an active voice sentence into a passive voice sentence) we first locate the transitive verb(s) and their objects (direct and indirect objects).

- Intransitive verbs do not take objects, but when an intransitive verb takes a cognate object (made from itself, e.g. 'He slept a good **sleep**'), it can be changed into passive voice.
- When a transitive verb has both a direct and an indirect object, either of the objects can be made the subject in the passive voice sentence.

- Normally, however, the indirect object is to be made the Subject.
- We don't have any passive voice rendering of sentences in active voice given in the **future continuous tense** form and **perfect continuous** forms in all the three (=present/past/future) tenses.

2.6.2.3 Present Tense (voice change)

We may now look at the following examples to have an understanding of how sentences in active voice form are changed to sentences in corresponding passive voice form:

Present Tense

(a) Present Indefinite Tense

Active Voice

I love my parents.
 You take exercises daily.
 We do not dislike the poor.
 Who teaches you English?
 Do cats kill rats?
 Children like chocolates.

Passive Voice

My parents are loved by me.
 Exercises are taken by you daily.
 The poor are not disliked by us.
 By whom are you taught English?
 Are rats killed by cats?
 Chocolates are liked by children.

Note: As in above examples, we use **is, am, are** (present tense forms of helping verb **be**) before the third (= past participle) form of the verb.

(b) Present Continuous Tense

Active Voice

I am reading a story. .
 You are sending Mohan to school.
 We are enjoying the movie.
 Who is singing this song?
 He is ploughing the field.
 The bullocks are drawing the cart.

Passive Voice

A story is being read by me.
 Mohan is being sent to school by you.
 The movie is being enjoyed by us.
 By whom is this song being sung?
 The field is being ploughed by him.
 The cart is being drawn by the bullocks.

Note: As in above examples, we use **is being/am being/are being** before the third form of the verb to form passive voice sentences in the present continuous tense.

(c) Present Perfect Tense

Active Voice

I have spent the vacation.
 You have used his bike.
 We have solved all the sums.

Who has taken my watch?

The speeding car has crushed the cat to death.

They have carried out all your orders.

The peon has not cleaned the blackboard.

Passive Voice

The vacation has been spent by me.
 His bike has been used by you.
 All the sums have been solved by us.

By whom has my watch been taken?

The cat has been crushed to death by the speeding car.

All yours orders have been carried out by them.

The blackboard has not been cleaned by the peon.

Note: As in the examples above, we use ‘**has been**’/‘**have been**’ before the third form of the verb to form passive voice sentences in the present perfect tense. In example (6) above, ‘by them’ could be retained or dropped because our interest lies in the orders being carried out and not so much in ‘by whom’ these are carried out.)

(d) Present Perfect Continuous Tense

We do not use this tense for converting active voice sentences into passive voice sentences.

2.6.2.4 Past Tense (voice change)**(a) Past indefinite tense****Active Voice**

I wrote him a letter.
 You gave me this pen.
 We did not waste our time.
 Who killed the snake?
 The robbers looted the bank.
 Why did they miss the train?
 They plucked the flowers.

Passive voice

A letter was written to him by me.
 This pen was given to me by you.
 Our time was not wasted by us.
 By whom was the snake killed?
 The bank was looted by the robbers.
 Why was the train missed by them?
 The flowers were plucked by them.

Note: As in the examples above, we use ‘**was/were**’ before the third form of the verb to form passive voice sentences in the past indefinite tense.

(b) Past Continuous Tense**Active Voice**

I was learning piano then.
How were you keeping this rude child?

She was peeling the orange as we reached her.
Which sum were you liking me to solve?

They were learning English when their friends learnt French.

You were living a happy life then.

Passive voice

Piano was being learnt by me then.
How was this rude child being kept by you?

The orange was being peeled by her as we reached her.
Which sum was being liked by you to be solved by me?

English was being learnt by them when French was learnt by their friends.

A happy life was being lived by you then.

Note: As in the above examples, we use ‘**was being**’/ ‘**were being**’ before the third form of the verb to form passive voice sentences in the past continuous tense.

(c) Past Perfect Tense**Active Voice**

I had spent all my pocket money when you asked for a loan.
The child had broken leg when his mother washed the plates.
Why had the labourer struck work?

You had given the examples when I entered the class room.
She had made a fiery speech before before I rose to speak

Passive Voice

All my pocket money had been spent by me when you asked for a loan.
The child’s leg had been broken by him when his mother washed the plates.
Why had the work been struck by the labourer?

The examples had been given by you when I entered the class room.
A fiery speech had already been made by her before I rose to speak.

Note: As in the examples above, we use ‘**had been**’ before the third form of the verb to form passive voice sentence in the past perfect tense.

(d) Past Perfect Continuous Tense

We do not use this tense form for purposes of forming the passive voice sentences.

2.6.2.5 Future Tense (voice change)**(a) Future Indefinite Tense**

Active Voice

I shall serve this country all my life

When will you lend me money?

Will they not recite this poem?

How will you avoid your brother
in the same town?

Will your cook not prepare
food for us?

Passive Voice

This country will be served by me all my life.

When will money be lent by you to me?

Will this poem not be recited by them?

How will your brother be avoided by you
in the same town?

Will food for us not be prepared
by your cook?

Note: As in the examples above, we use ‘**will be**’ before the third form of the verb to form passive voice sentences in the future indefinite tense.

(b) Future Continuous Tense

We do not use this tense form for forming passive voice sentences.

(c) Future Perfect Tense**Active voice**

I shall never have done this.

He shall have driven the
car before the next Saturday.

You will have written your
examination in May.

The commission will have examined
the matter before the next session
of the Parliament.

We shall have written letters to our
friends before re-opening of the
college after the summer vacation.

Passive voice

This will never have been done by me.

The car will have been driven by him before
the next Saturday.

Your examination will have been
written by you in May.

The matter will have been examined
by the Commission before the next
session of the Parliament.

Letters will have been written by us to our
friends before re-opening of the college after
the summer vacation.

Note: As in the examples above, we use ‘**will have been/shall have been**’ before the third form of the verb to form the passive voice sentences.

(d) Future Perfect Continuous Tense

We do not use this tense form to form passive voice sentences.

Check Your Progress-V

- A.** Change these simple tense sentences to sentences in **the passive voice**. Leave out the ‘by’ phrase if the agent is unknown or unimportant.

1. He tested the ability of the judge. (The ability of the judge was tested by him).
2. They feed the horses well.
3. I'll put the horse in the stable.
4. You grabbed it from her hand.
5. We'll deliver it in the morning.
6. He already took it.
7. The cat eats the food greedily.
8. It satisfied Julio.

B. Change these continuous tense sentences to sentences in **the passive voice**. Leave out the 'by' phrase if the agent is unknown or unimportant.

1. They're putting the horse in a stable (The horse is being put in a stable.)
2. I was testing her at the time.
3. They're tearing up the road in front of our house.
4. He's putting some chairs into that room.
5. They're building a new subway in that city.
6. I'm choosing a dress now.
7. You were sending a present to your nephew.

C. Change these sentences to sentences in **the passive voice**. Leave out the 'by' phrase if the agent is unknown or unimportant.

1. She must have stolen it. (It must have been stolen by her.)
2. They are going to deliver it tomorrow.
3. They are supposed to take it today.
4. They can't buy it until tomorrow.
5. Has he already picked it up?
6. They have already read it.
7. They should have seen it yesterday.
8. They used to do the work on time.

D. First change these **passive voice** sentences into questions, and then give negative answers to the questions.

1. This can be done today. (Can this be done today? This can't be done today.)
2. The phone is answered by a machine.
3. The thief was sentenced by the judge.
4. The food has been eaten.
5. The phone had been answered when he got there.
6. This exercise is being corrected right now.
7. The music was being played when we got there.
8. The work should have been done yesterday.

Direct Speech and Indirect Speech

When we use direct quotations (placing them between inverted commas or quotation marks) in writing to say what people actually say, we use direct speech. Here the first word of the direct quotation has its first letter in capitals. The verb ‘say’ or ‘ask’ used before the quotation (now put within quotation marks) is cut off with a comma, e.g.

The teacher said, “All of you who work hard will get good results.”

When, however, the words of the speaker are not exactly quoted and what the speaker says is only indirectly reported, we have indirect speech.

Harish said, “Come here” (direct speech)

Harish asked me to go there (indirect speech)

In the example above, the sentence in the indirect speech gives us the substance of what Harish said. The direct speech gives in quotation his exact words; in indirect speech the substance of what Harish said has been reproduced.

Now to go to another example, we may have:

Mother said, “Dinner is ready” (direct speech)

Indirect speech- Mother said that dinner was ready.

The verb ‘said’ above is the reporting verb as it introduced the reported speech - “Dinner is ready”.

2.7.1 Some important Notes on Narration or Direct Speech and Indirect Speech

(a) Direct Speech

- The reported speech is put within inverted commas, e.g. Mother said, “Dinner is ready”.
- The reported speech begins with a capital letter, e.g. Mother said, “Dinner is ready”
- The comma is used to separate the reported speech from the reporting verb; e.g. Mother said, “Dinner is ready”.

(b) Indirect Speech

- The reported speech is not put within inverted commas,

- e.g. Mother *said* that *dinner is ready*.
- No comma is used to separate the reporting verb '*said*' and the reported speech introduced with the conjunction '**that**',
e.g. Mother *said that dinner was ready*.

The tense of the verb in the reported speech is changed from the present to past (as in Mother *said* that dinner *was* ready) when the reporting verb is in the past (as in Mother *said*, "Dinner is ready").

The tense of the verb in the reported speech is not changed if the reporting verb is in the present or future tense,

e.g. Mother *said*, "Dinner is ready" (Reporting verb in the past tense)
Mother *said* that dinner *was* ready (Verb in reported speech in indirect speech is changed into past tense form – "is" into "was")

But,

Mother *says*, "Dinner is ready" (Reporting verb in present – tense)
Mother *says* that dinner *is* ready (Verb in reported speech 'is' is **not** changed in the indirect speech).

Again,

Mother *will say*, "Dinner is ready". (Reporting verb in future tense)

Mother *will say* that dinner is ready. (Verb in reported speech 'is' is **not** changed in the indirect speech).

We may now study a few more examples to know for sure when we have to go for change of tenses to change direct speech into indirect speech.

2.7.2 No change of tense of the reporting verb in the present tense

Direct speech

He says, "We get up early in the morning".

Rima says, "I will inform you when to come".

Ratnesh says, "The teacher solved all the difficult sums".

Indirect speech

He says that they get up early in the morning.

Rima says that she will inform me when to go.

Ratnesh says that the teacher solved all the difficult sums.

2.7.3 No change of tense of the reporting verb in the future tense

Direct speech

My sister will say, "This is my friend's book".

Indirect speech

My sister will say that this is her friend's book.

Sonam will say, “Diwali is a great festival of light
Dorjee *will say*, “ The visit to Goa *was* really nice”.

Sonam will say that Diwali is a great festival of light.
Dorjee *will say* that the visit to Goa *was* really nice.

2.7.4 Change of Tense-Reporting Verb in the Past Tense

I. Present Indefinite becomes Past Indefinite

Direct speech

Rumi said, “Sumi *watches* films every evening.
Siddhant said, “ My mother loves us very much”

Indirect speech

Rumi said that Sumi *watched* films every evening.
Siddhant said that his mother loved them very much.

II. Present Continuous becomes Past Continuous

Direct speech

Minu *said*, “Sinu is *watering* the plants in the garden”.
Mother *said*, “Father *is waiting* for you at the dinner table.”

Indirect speech

Minu *said that* Sinu *was watering* the plants in the garden.
Mother *said that* father *was waiting* for us at the dinner table.

III. Present Perfect becomes Past Perfect

Direct speech

Sarat *said*, “Sushant *has done* his home work well”.
Mini *said*, “Tutu *has not taken* his tiff in case to office”.

Indirect speech

Sarat *said that* Sushant *had done* his home work well.
Mini *said that* Tutu *had not taken* his breakfast to office.

IV Present Perfect Continuous becomes Past Perfect Continuous

Direct speech

Ritu *said*, “Shashi *has been working* hard on his thesis”.
Tsering *said*, “The labourers *have not been* doing good work for a week”.

Indirect speech

Ritu *said that* Shashi *had been working* hard on his thesis.
Tsering *said that* the labourers *had not been doing* good work for a week.

V Past Indefinite becomes Past Perfect

Direct speech

Kamala *said*, “Harapriya *finished* her breakfast late”
The teacher *said*, “Aparna *attended* the class in the first period.”

Indirect speech

Kamala *said* that Harapriya *had finished* her breakfast late.
The teacher *said* that Aparna *had attended* the class in the first period.

VI Past Continuous becomes Past Perfect Continuous

Direct speech

Arihant *said*, “The old man *was limping*.”
The boys *said*, “The girls *were singing* in the auditorium.”

Indirect speech

Arihant *said* that the old man *had been limping*.
The boys *said* that the girls *had been singing* in the auditorium.

VII Past Perfect and Past Perfect Continuous tense *do not* undergo any change

Direct Speech

Runi *said*, “Mother *had sent* us cakes and sweets.”
Karbia *said*, “The paper-setter *had set* good and intelligent questions.”
Rana *said*, “It *had been raining* for three hours.”

Indirect speech

Runi *said* that mother *had sent* them cakes and sweets.
Karbia *said* that the paper setter *had set* good and intelligent questions.
Rana *said* that it *had been raining* for three hours.

VIII. ‘shall, will, can, may’ are changed into ‘should, would, could, might’

Direct Speech

I *said*, “I *shall* go back home.”
Mita *said*, “Saikia *will* present the National Anthem.”
They *said*, “It *will have been* raining there for three hours.”
The worker *said*, “We *can* complete the work in five days.”
The Principal *said*, “The compartmental candidates *may* be admitted subject to availability of seats.”

Indirect speech

I *said* that I *should* go back home
Mita *said* that Saikia *would* present the National Anthem.
They *said* that it *would have been* raining there for three hours.
The worker *said* that they *could* complete the work in five days.
The Principal *said* that the compartmental candidates *might* be admitted subject to availability of seats.

- IX. The Present tense of the verb in the reported speech *does not change* even if the reporting verb is in the Past tense if the speaker is stating a Universal truth or a habitual fact.**

Direct Speech

The teacher *said*, “The earth revolves round the sun.”

The old man *said*, “Walk keeps us physically fit.”

Indirect Speech

The teacher *said* that the earth revolves round the sun. (not ‘**revolved**’).

The old man *said* that walk keeps us physically fit. (‘Us’ is accepted because it means ‘all of us/mankind’)

2.7.5 Change in Pronouns

- I. Pronouns of the first person are changed after the person of the *subject* of the reporting verb, e.g.**

Direct Speech

I said, “**I** am tall.”

We said, “**We** are ready.”

You said, “**I** am against the plan.”

He said, “**I** am rich.”

She said, “**I** can sing.”

They said, “**We** are busy.”

Indirect speech

I said that **I** was tall.

We said that **we** were ready.

You said that **you** were against the plan.

He said that **he** was rich.

She said that **she** could sing.

They said that **they** were busy.

- II. Pronouns of the second person are changed after the person of the *object* of the reporting verb i.e. Person addressed to, e.g.**

Direct Speech

He said to me, “**You** are late.”

He said to you, “**You** are right.”

He said to his brother, “**You** can come first in the race.”

He said to his mother, “**You** do not allow us to visit our friends.”

Indirect speech

He told **me** that **I** was late.

He told **you** that **you** were right.

He told **his brother** that **he** could come first in the race.

He told **his mother** that **she** did not allow them to visit their friends.

- III. Pronouns of the third person remain unchanged in the indirect speech, e.g.**

Direct Speech

Indirect speech

I <i>said</i> , "She is tall and fair."	I <i>said</i> that she was tall and fair.
They <i>said</i> , "He is the pride of the college."	They <i>said</i> that he was the pride of the college.
He <i>said</i> , "They are good friends."	He <i>said</i> that they were good friends.

IV. The pronoun "we" remains unchanged when it means mankind or it includes the person spoken to, e.g.

Direct Speech

He *said*, "**We** are all mortals."
She *said*, "**We** should not tell lies."

Indirect speech

He *said* that **we** are all mortals.
She *said* that **we** should not tell lies.

V. Words showing nearness are changed into words showing distance, e.g.

Direct Speech

Mita *said*, "I am busy **now**."
You *said*, "I have seen **this** picture."
The teacher *said*, "**These** sums are easy."
She *said*, "I will be waiting **here**."

Indirect speech

Mita *said* that she was busy **then**.
You *said* that you had seen **that** picture.
The teacher *said* that **those** sums were easy.
She *said* that she would be waiting **there**.

A useful list of the words that change

Sl. No.	The word in the Reported/Direct Speech	The changed form in the Indirect Speech
1.	Now	Then
2.	Today	That day
3.	Yesterday	The previous day
4.	Tomorrow	The next day, the following day
5.	Tonight	That night
6.	Last night/week/month/year	The previous night/week/month/year
7.	Ago	Before
8.	Next day/week/month	The following day/week/month
9.	Here	There
10.	Hither	Thither
11.	Hence	Thence
12.	Hereby	Thereby

13.	This	That
14.	Come	Go
15.	These	Those

Note :

1. All nouns have the third person pronouns. These pronouns remain unchanged when we change direct speech into indirect speech.
2. We do not use inverted commas in indirect speech.
3. We change **say** into **tell**. Thus, '**say-said-said**' would change to '**tell-told-told**'. However, if there is no noun or pronoun coming after 'say', it is not changed (i.e. 'say' remains 'say' and **does not become** 'tell')

2.7.6 Interrogative Sentences and Indirect Speech

We bring in the following changes as we put interrogative sentences in the reported speech to indirect speech.

- We change tenses, pronouns and adverbs of time and place as in assertive sentences.
- We put the interrogative form into assertive form.
- We omit the question mark while giving the indirect speech form.
- We change the reporting verb 'said' to 'asked' or 'enquired'.
- We use the conjunction 'if' or 'whether' if the interrogative sentence begins with a helping verb i.e. if the question asked begs 'Yes' or 'No' answer.
- We do not use the conjunction '*that*' if the question begins with interrogative words like- '*what, when, why, where, how, who*' etc.
- We change '*Sir*' to '*Respectfully*'

For example**Direct Speech**

I said to him, "Will you give me your pen?"

I said to her, "Do you study in this college?"

Malati said to us, "Whom did you meet?"

My friend said to us "when will the examination begin?"

The stranger said to me, "Is your brother at home?"

The clerk said to his Boss, "Shall I type this letter again, Sir?"

He said to me, "should I open the window?"

He said to me, "Why are you late?"

Indirect speech

I asked if he would give me his pen.

I asked her if she studied in that college.

Malati asked us whom we met.

My friend asked us when the examination would begin.

The stranger asked me if my brother was at home.

The clerk asked his officer respectfully if he should type that letter again.

He asked me if he should open the window.

He asked me why I was late.

He said to you, "How have you done this sum?"

Ramesh said to her, "Where do you live?"

The boy asked me, "When did you meet my mother?"

He asked you how you had done that sum.

Ramesh asked her where she lived.

The boy asked me when I had met his mother.

2.7.7 Imperative Sentences and Indirect Speech

We observe the following rules when we report Imperative sentences in indirect speech;

- We change the reporting verb '*say*' etc. into '*order request/warn/ advise / propose*' as per the sense conveyed by the reported speech.
- We put the reported speech in the infinitive (*to* + first form of the verb)
- Nouns and pronouns (in the vocative case) are treated as objects of their verb.
- We change pronouns, tenses and the words showing nearness as in previous forms of sentences (e.g. assertive, etc.)
- We follow other general rules applied precisely in case of other forms of sentences.

Direct speech

The teacher said to the student,
"Work hard."

The poor girl said to me, "Please, help me."

My father said to me, "Avoid bad company."

The invigilator said to the examinees,
"Now please stop writing."

I said to my uncle, "Let us hire a scooter."

Indirect speech

The teacher asked the student
to work hard.

The poor girl requested me to help
her.

My father asked me to avoid bad
company.

The invigilator informed the
examinees to stop writing then.

I proposed to my uncle to hire a
scooter.

2.7.8 Optative sentences and Indirect Speech

We follow the following rules when we put a reported speech (in Direct speech) to indirect speech:

- We change the reporting verb '*say*' to '*wish*', '*pray*' etc. as per the sense of the reported speech given.
- We put the **optative form** into the **assertive form**.
- We use '*that*' to introduce the reported speech.
- As in other examples of assertive sentences, etc. we use the rules of change for tenses and pronouns.
- We use vocatives (nouns, pronouns) as objects of their verbs.

- We take help of the general rules when they are necessary.

For example:

Direct speech

He said to me, “May you prosper in life”.

We said, “May her soul rest in peace”.

The old beggar said, “If only I had a heap of gold”.

The holy man said, “May God pardon the sinner”.

She said to her friend, “may you live a carefree life”?

The little boy said, “If I were a prince.”

“God save the King”, said the people.

Indirect speech

He wished that I might prosper in life.

We prayed that her soul might rest in peace.

The old beggar wished that he should have had a heap of gold.

The holy man prayed that God might pardon the sinner.

She wished that her friend might live a carefree life.

The little boy wished that he should have been a prince.

The people prayed that God might save the King.

2.7.9 Exclamatory sentences & Indirect Speech

We follow the following rules when we put a reported speech (Exclamatory sentence) indirectly:

- We change the reporting verb ‘say’ into exclaim/regret/scold/applaud/confess’ as per sense.
- We put the exclamatory sentence into the Assertive form.
- We drop the exclamatory words like ‘Hurrah’ , ‘alas!’ , (the interjections) etc
- We drop the sign of exclamation (!)
- We follow general rules to change Pronouns and Tenses as needed.

For Example

Direct speech

The boys said, “Hurrah! We have won the match.”

He said, “Hurrah! my friend has come.”

Suresh said, “Farewell! my friends.”

She said, ‘Alas! my husband is dead.’

Indirect speech

The boys exclaimed with joy that they had won the match.

He exclaimed with joy that his friend had come.

Suresh bade farewell to his friends in grief.

She exclaimed with sorrow that her husband was dead.

The captain shouted, “Bravo! you have done well.”

The people said, “What a terrible storm it is!”

The beggar woman said, “What a dreaded evening of thunder and rain!”

“Pooh! What a dirty child!” said the nurse.

Naresh said, “Good-bye, my friends!”

The captain applauded him saying that he had done well.

The people cried in fear that it was a very terrible storm.

The beggar woman exclaimed in fear that it was a greatly dreaded evening of thunder and rain.

The nurse exclaimed with hatred that the child was very dirty.

Naresh bade his friends good-bye.

2.7.10 Say/Tell

We use ‘say’ and ‘tell’ when we do ‘narration’ or when we report things either directly (as in Direct speech) or indirectly (as in Indirect speech), e.g.

He *said*, “It may rain this evening”.

He *said* that it might rain that evening.

The teacher *said*, “The earth revolves round the sun”.

The teacher *said* that the earth revolves round the sun.

When putting into Indirect speech, we use ‘tell’ in place of the reporting verb ‘say’ (already given in direct speech) as in ‘X says to Y’ kind of uses, e.g.

Direct Speech : The boy *said* to his father, “Our examinations will be held in April 2005.”

Indirect Speech: The boy told his father that their examinations would be held in April 2005.

Direct speech: She *said* to her sister, “Our Hostel-warden is a really nice lady”.

Indirect speech: She told her sister that their Hostel-warden was a really nice lady.

Check Your Progress-VI

A. Fill in the blanks with ‘say’ or ‘tell’ in the correct tense form. The first one is done for you.

1. The ambassador told us she could not see us yesterday.
2. What did you _____ to the waiter?
3. What did you _____ him?
4. Pam stood up and _____, “Please hurry or we’ll be late”.
5. I forgot to _____ my brother that we were leaving.
6. The history books _____ that George Washington never _____ a lie.
7. Can you _____ me where to find Ms. Webster?
8. The teacher did not _____ us when the next class was.

B. Change the following sentences so that the verb is ‘say’ instead of ‘tell’:

1. He told me that he was busy. (He *said* that he was busy)
2. I told him I couldn’t go to the bullfight.
3. She told us she worked for the government.
4. We told them we liked that restaurant.
5. Where did you tell me you were going?
6. When did you tell me they were arriving?
7. Will you tell me your name again, please?
8. They didn’t tell him the cost of the fruit.

C. Change the following sentences from direct to indirect speech.

1. Carolyn *Said*, “I will be here at noon”. (Carolyn *said* she would be here at noon)
2. David *said*, “The Plane will probably get in late”.
3. The boss *said*, “I have to finish this report by tonight”.
4. The teacher *said*, “She’ll get well quickly”.
5. The teacher *said*, “Everyone has to write a three page paper for tomorrow”
6. Richard *said*, “I saw that movie last week”.
7. Janie *said*, “I have read that book”.
8. Suzanne *said*, “I can’t go tonight”.

D. Change the following sentence to indirect speech.

1. I asked the clerk, “How much does this cost?” (I asked the clerk how much this cost.)
2. Mr. Carter asked me, “Where are you going?”
3. Amy asked, “Are you going to eat in the cafeteria?”
4. Roz asked, “Did you mail that letter for me?”
5. Della asked me, “Where are you going on your vacation?”
6. I asked her, “Do you like my new hat?”
7. He asked me, “How are you today?”
8. I asked the storekeeper, “What is the price of this tie?”

E. Change each of the following questions to an indirect statement. Begin each one with the words given after it in parentheses

1. Where is the director’s office? (I don’t know....)
2. Does he live in Brooklyn? (Ask him.....)
3. Where did I put it? (I forget.....)

F. Change the following sentences from direct to indirect speech.

1. My husband *said* to me, "Wait for me outside". (My husband told me to wait for him outside.)
2. The teacher *said* to us, "Don't make so much noise".
3. He *said* to me, "Try to come on time".
4. He begged us, "Please send me some money at once".
5. He asked us, "Please sit down for a few minutes".
6. She *said* to me, "Don't forget what I have told you".
7. The teacher asked us, "Please be more careful when you write your compositions".
8. He *said* to me angrily, "don't make the same mistake again".

2.8 Degrees of Comparison

We have special forms of adjectives/adverbs to introduce a sense of comparison between or among units.

2.8.1 Positive Degree

When two units are compared to an equal degree, we have the **positive degree**. To show inequality or difference, we use the negative sentences with positive degree forms, e.g.

My pen is as good as yours. (My pen is good. Your pen is equally good)
 My house is not so old as yours. (My house is old. Your house is old by more years).
 Mita is as beautiful as Sonam. (Both Mita and Sonam are equally beautiful).
 Gita is not so beautiful as Sonam. (Sonam is more beautiful)
 Is he as industrious as your brother? (Your brother is industrious. Is he equally industrious?)
 The crow cannot sing as sweetly as the cuckoo (can). (The cuckoo sings sweetly.).
 He writes as fast as his friend does. (Both the friends write fast.)

2.8.2 Comparative Degree

When we show comparison between two units to an unequal degree, we use '**comparative degree**'. We form comparative degree by adding '**-er**' to short adjectives and adverbs and use '**more**' before long ones and while using them in sentence, we use '**than**' as in '**more than....**' expressions, e.g.

This woman is taller than that. (Both are not equally tall. That woman is less tall).
 Wangdi is more intelligent than his brother. (Both the brothers are not equally intelligent. Wangdi is more intelligent).
 Kesang is older than her sister. (Her sister is younger.)
 Young people work harder than the old people. (The old people work less hard.)

Ravi runs faster than his brother. (His brother does not run as fast.)

Mary walks more slowly than her sister. (Her sister walks faster.)

We drop ‘than’ in the following uses to show selection and not differences, e.g.

Harish is the taller of the two friends.

Who works more, Raghu or Rakesh?

We sometimes form negatives of comparatives using ‘no’, ‘none’, and ‘any’, e.g.

We are no wiser than the old rural folks.

Are you any happier than your grandparents?

How do you think he is any better than his worker friend?

When we try to express gradation, we use comparatives, e.g.

- (a) To compare two acts in relation to each other:
The sooner you complete the task, the sooner you will be allowed to leave this place.
The more time you put in preparing for your examination, the better results you will get.
- (b) To show increase or decrease in the same quantity:
The night sky became clearer and clearer when the clouds dispersed.
The more and more they explained the poem to us, the more and more we got confused.
- (c) To suggest that one act leads to the increase or decrease of another act:
When the charges against her are being taken up, her telling a lie recently has made the case more complicated.
When you are showing signs of understanding this sum, one simple example would help you understand it earlier than you would otherwise do.
- (d) To compare one aspect in two different circumstances or two different aspects of the same thing:

He has grown more wicked than before.

He is now richer but less contented.

While using the comparatives formed with ‘-er’ or ‘more’, we don’t use both the forms together (i.e. only one of the forms is used for purposes of correct use), e.g. Manoj is taller than Tashi. (We don’t write: ‘Manoj is more taller than Tashi’).

We use ‘still’ before or after the comparative form of adjectives/adverbs when we compare two different things with a third to suggest further comparison, e.g.

Mary is taller than Tashi, but Sonam is taller still.

Ashok works better than Anand, but Pintu works still better.

We use ‘than ever’ to make comparisons between two things or to compare one with all the others of a certain type or group, e.g.

Today it is colder than ever.
The sun shone more brightly than ever that morning.

2.8.3 Superlative Degree

When we compare three or more units to an unequal degree and want to show selection, we use ‘**superlative degree.**’ We add ‘**-st**’ to short adjectives/adverbs and ‘**most**’ before the long ones to form superlatives, e.g.

Sonu is the tallest boy of his class.
Nawang is the most beautiful girl of her college.
Ashok is the fastest runner of his group.
The youngest child in this family works the least.
Ashok got the champion’s shield as he ran the fastest.
Who can think out an answer to this most promptly?

We always use the ‘**superlatives**’ to compare or choose from amongst more than two, e.g.

Geography is the most interesting of all the subjects I study. (not the ‘more interesting’)
This is the most interesting novel I have ever read.
This is the hottest day that we have ever had here this year.

Check Your Progress-VII

A. Complete these sentences by supplying the comparative form of the adjective or adverb in parentheses. Be sure to include the word ‘**than**’.

1. He is younger than I am. (young)
2. Alaska is _____ Delaware. (big)
3. This book is _____ the last one we used. (good)
4. Carmen is much _____ I expected. (old)
5. The weather this winter is _____ the weather last winter. (bad)
6. Is base ball _____ cricket? (easy)
7. Gold is _____ silver. (valuable)
8. Flowers are _____ weeds. (attractive)

B. Supply the superlative form of the adjective or adverb given in parentheses. Be sure to use the word ‘**the**’.

1. She speaks the most rapidly of any of my friends. (rapidly)
2. This is _____ sweater that I own. (expensive)
3. George is _____ dancer in the class. (bad)
4. The Herald is _____ newspaper in the state. (important)
5. Robin works _____ of all the ballerinas in the company. (hard)
6. He is _____ boy that I know. (ambitious).
7. Of the three brothers, Malcolm wakes up _____. (early)
8. Rebecca swims _____ of all the team members. (gracefully)

C. Change the adjectives and adverbs first to the comparative form, then to the superlative form adding whatever phrases are necessary to complete the meaning.

1. Andrew is a tall boy. (Andrew is taller than his brother. Andrew is the tallest boy in the family).
2. It is an active organisation.
3. She studies seriously.
4. He is an old man.
5. I did it easily.
6. Gene paints well.
7. Ray listened carefully.
8. We were happy.

2.9 Let Us Sum Up

As mentioned in the objectives and planned in the introduction, this unit introduced you to the arena of modal verbs, tag-endings, subject-verb agreement (use of some/any/a few/less/much/many/a lot of), narration, voice and degree of comparison. Sufficient care was taken to make you know how they are to be mustered and mastered. Perfection in the things taught in this unit brings excellence in your language besides reinforcing your knowledge of English Grammar. Through ‘Check Your Progress’ sections we have tried to make the things easy for you to understand and comprehend. In short, you may find this unit a handy package for your understanding of applied English grammar to some extent.

2.10 Key Words

Phrase	:	group of words, especially one that forms part of a sentence.
Comparison Expression	:	examining the similarities and differences process of showing or making know (a feeling, an opinion, etc.) by words, looks, action, etc.
Termination	:	final part or letter of word, e.g. in an inflexion

Probability	:	the possibility or likelihood of occurrence.
Cheaper	:	of less price
Interrogative sentence:		sentence having a question
Negative sentence	:	sentence having negation (not)
Affirmative sentence:		sentence without negation
Imperative sentence	:	sentence having the sense of order, command, advice, forbidding, request and suggestion
Exclamatory	:	sentence having exclamation
Optative sentence	:	sentence having a wish or prayer
Assertive sentence	:	sentence having no specific sense, simple sentence
Inflexion	:	suffix used to inflect a word, e.g. -ed, -ing, etc.

2.11 Check Your Learning

- Fill in the blanks with appropriate verbs given in the parentheses:
 - The train _____ (leave) before I _____ (reach) the station.
 - Bread and butter _____ (be) my favourite food.
 - Beauty _____ (beautify) beauty.
 - Handsome is that handsome _____ (do).
 - He _____ (some) tomorrow.
 - Radha _____ (be) absent in the school yesterday.
- Change the voice of the following sentences:
 - I am writing a letter.
 - He has seen a tiger.
 - I will do it myself.
 - They must do it by tomorrow.
 - He beat me.
 - She laughed at me.
- Change the narration of the following sentences:
 - He says to me, "I am very hungry".
 - The teacher said to the students, "The earth moves round the sun".
 - My mother said to me, "Don't go near the fire".
 - He said to me, "Take medicines properly else you will fall into deeper problems".
 - Sohan said to Rohon, "I am planned to have a go to London during Summer season".
 - He said, "God is great".
- Change the degree of the following sentences:

- a) Ram is a good boy in the class. (into Comparative & Superlative)
- b) India is the best country in the world. (into Comparative)
- c) My mother is the sweetest mother on the earth. (into Positive & Comparative)
- d) Arunachal University is as good as many other universities in the country. (into Comparative & Superlative)
- e) Indian Cricket Team is the best in the world. (into Positive)
- f) Sachin Tendulkar is the best batsman in the world. (into Comparative)
- 5) Fill in the blanks with the suitable modal verbs:
- a) We _____ obey our parents.
- b) They _____ do it by now.
- c) _____ I help you?
- d) _____ I go inside the cinema hall?
- e) You _____ not be able to solve my problems.
- f) One _____ be confident of one's own doings.
6. Fill in the blanks with some/many/any/a lot of/much:
- a) I am _____ disturbed now.
- b) They don't have _____ penny to move about in the market.
- c) Give me _____ money.
- d) There is _____ confusion in the education policy of the state.
- e) There were _____ students in market.
- f) Give me _____ message you want.

2.12 Suggested Readings

- Dixon, R.J : *A Complete Course in English*, Printice Hall, New Delhi, 1975
- Leech & Svartvik: *A Communicative Grammar of English*, ELBS, New Delhi, 1975
- Swan, M. : *Practical English Usage*, ELBS, New Delhi, 1980
- Fowler, F.G. : *Modern English Usage*, OUP, New Delhi, 1965
- Nesfield, J.C. : *English Grammar Usage & Composition*, McMillan, Chennai

2.13 Hints/Answers to Questions in Check Your Progress

Check Your Progress-I

- A. Fill in the blanks first with **should** and the verb in parentheses, then with **ought to** and the verb in parentheses
1. Helen should study more/Helen ought to study more

2. should spend/ought to spend
3. should take/ought to take
4. should make/ought to make
5. should not stay out/ought not to stay out
6. should not smoke/ought not to smoke
7. should study/ought to study
8. should shake hands/ought to shake hands

B. Change the following in order to introduce **'have to'** or **'had to'**:

1. We have to finish this exercise today.
2. You have to come back later.
3. I had to go back to the bank yesterday.
4. They had to take care of the cow.
5. Had they to fly to California?
6. Have you to stop smoking?
7. She has not to wait here any longer.
8. Have I to sell the cow?

C. First change these statements to questions, and then respond with negative answers.

1. Will mark go to the movie with them tonight? Mark will not go to the movies with them tonight.
2. Can he operate that sewing machine? He cannot operate that sewing machine.
3. Can Lin speak Chinese? Lin cannot speak Chinese.
4. Can Mary run faster than Bill? Mary cannot run faster than Bill.
5. Will Tara come with us on vacation this summer? Tara will not/won't come with us on vacation this summer.
6. Did Hal ask him for help yesterday afternoon? Hal did not ask him for help yesterday afternoon.
7. Can Eva see the chalkboard from her seat? Eva cannot see the chalkboard from her seat.
8. Did they leave when they were finished? They did not leave when they were finished.

D. Rewrite these sentences to introduce **used to**. Add any necessary phrases to complete the meaning.

1. He used to play the piano, but now he doesn't.
2. Peter used to climb the telegraph pole, but now he doesn't.
3. Olivia used to sit and listen, but now she doesn't.
4. She used to graze quietly in the field, but now she doesn't.
5. Used she to be like an old friend to them though now she doesn't?
6. Used they to ride upon her back though now they don't?

7. They used not to spend much time with their father, but now they do.
8. They used not to wave at the trains when they passed, but now they do.

E. Using the verbs in parentheses, supply the correct forms of **supposed to**:

1. The train is supposed to arrive at six o'clock. (arrive) - (*Example*)
2. are supposed to take care of
3. was supposed to arrive
4. were supposed to deliver
5. are supposed to deliver
6. are not supposed to leave
7. were the books supposed to be delivered
8. were we supposed to finish

Check Your Progress-II

A. First change these statements to questions, and then give negative response to the questions:

1. Did she find any gloves? She didn't find any gloves.
2. Did they speak to any one in that office? They didn't speak to any one in that office.
3. Did he lose anything there? He didn't lose anything there.
4. Did Maria put anything in her pocket? Maria didn't put anything in her pocket.
5. Did he hire any more workers? He didn't hire any more workers.
6. Did the group see any interesting collections? The group didn't see any interesting collections.
7. Did they have any interesting things to show her? They didn't have any interesting things to show her.
8. Will there be anyone there to greet Mr. Gomez? There won't be anyone there to greet Mr. Gomez.

B. Supply the correct form: **a few/fewer/less**

1. Marta has fewer friends than Ben.
2. a few
3. less
4. fewer
5. less
6. a few
7. fewer
8. a few

C. Complete the following sentences with '**much**' or '**many**'

1. There aren't many large factories in this town.
2. much
3. many
4. much
5. much
6. much
7. many
8. many

Check Your Progress-III

- A.** Shorten the following sentences first by using a verb phrase with **too**, then by using a verb phrase with **so**.

1. He wants to go there, and she wants to go there. (He wants to go there, and she does too. He wants to go there, and so does she.)
2. Liz left right after lunch, and Bob did too/and so did Bob.
3. She is going to the concert and, I am going too/and so am I.
4. Kay will be here at ten O' clock, and I will be too/and so will I be.
5. My watch is fast, and your watch is too/and so is your watch.
6. She wanted to go to movie, and I did too/and so did I.
7. She is making good progress, and her brother is doing too/and so is her brother.
8. Evan has gone back to Europe, and his wife had too/and so has his wife.

- B.** Shorten the following sentences first by using a verb phrase with **either**, then by using a verb phrase with **neither**.

1. He doesn't want to go, and she doesn't want to go. (He doesn't want to go, and she doesn't either. He doesn't want to go, and neither does she)
2. Grace didn't like the movie, and I didn't either/and neither did I.
3. She won't be here, and her sister won't be either/and neither will be here sister.
4. She hasn't ever been in Europe, and I haven't been either/and neither have I been.
5. Lew hadn't seen the movie, and I hadn't either/and neither had I.
6. He wouldn't say such a thing, and I wouldn't either/and neither would I.
7. Margaret can't swim, and I can't either/and neither can I.
8. He doesn't know her well, and I don't either/and neither do I.

- C.** Add the proper auxiliary verb.

1. He remembers, but I don't.
2. isn't
3. is
4. didn't

5. will
6. won't
7. can't
8. doesn't

D. Give short answers to these questions, first an affirmative answer, then a negative answer.

1. Do you like to study English? (Yes, I do. No, I don't)
2. Yes, he does. No, he doesn't.
3. Yes, she did. No, she didn't.
4. Yes, I will/I'll. No, I won't.
5. Yes, he has. No, he hasn't
6. Yes, he has. No, I can't.
7. Yes, he was. No, he wasn't.
8. Yes, she is. No, she isn't.

Check Your Progress-IV

A. Add the correct tag ending to the following sentences

1. She goes shopping everyday, doesn't she?
2. hasn't he
3. isn't he
4. doesn't she
5. have you
6. can he
7. should I
8. will we

Check Your Progress-V

A. Change these simple tense sentences to sentences in **the passive voice**. Leave out the use of 'by' if not necessary.

1. He tested the ability of the judge. (The ability of the judge was tested by him).
2. The horses are fed well by them.
3. The horse will be put in the stable by me.
4. It was grabbed from her hand by you.
5. It will be delivered in the morning by us.
6. It was all ready taken by him.
7. The food is greedily eaten by the cat.
8. Julio was satisfied with it.

B. Change these continuous tense sentences to sentences in **the passive voice**. Leave the use of **'by'** if not necessary.

1. They're putting the horse in a stable (The horse is being put in a stable.)
2. She was being tested at the time.
3. The road is being torn up in front of our house.
4. Some chairs are being put into that room.
5. A new subway is being built in that city.
6. A dress is being chosen now.
7. A present was being sent to your nephew.

C. Change these sentences to sentences in **the passive voice**. Leave out the use of **'by'** if not necessary.

1. She must have stolen it. (It must have been stolen by her.)
2. It is going to be delivered tomorrow.
3. It is supposed to be taken by them today.
4. It can't be bought by them until tomorrow.
5. Has it already been picked up by him?
6. It has already been read by them.
7. It should have been seen by them yesterday.
8. The work used to be done by them in time.

D. First change these **passive voice** sentences into questions, and then give negative answers to the questions.

1. This can be done today. (Can this be done today? This can't be done today.)
2. Is the phone answered by a machine? The phone is not answered by a machine.
3. Was the thief sentenced by the judge? The thief was not sentenced by the judge.
4. Has the food been eaten? The food has not been eaten.
5. Had the phone been answered when he got there? The phone had not been answered when he got there.
6. Is this exercise being corrected right now? This exercise is not being corrected right now.
7. Was the music being played when we got there? The music was not being played when we got there.
8. Should the work have been done yesterday? The work should not have been done yesterday.

Check Your Progress-VI

A. Fill in the blanks with **'say'** or **'tell'** in the correct tense form:

1. The ambassador told us she could not see us yesterday.
2. say
3. tell
4. said
5. tell
6. say, told
7. tell
8. tell

B. Change the following sentences so that the verb is ‘say’ instead of ‘tell’:

1. He told me that he was busy. (He *said* that he was busy)
2. I said that I couldn’t go to the bullfight.
3. She said that she worked for the government.
4. We said that we like that restaurant.
5. Where did you say you were going?
6. When did you say were arriving?
7. Will you say your name again, please?
8. They didn’t say the cost of the fruit.

C. Change the following sentences from direct to indirect speech.

1. Carolyn Said, “I will be here at noon”. (Carolyn said she would be here at noon)
2. David said the plane would probably get in late.
3. The boss said he had to finish that report by that night.
4. The teacher said she would get well quickly.
5. The teacher said everyone had to write a three page paper for the next day.
6. Richard said he had seen that movie last week.
7. Janie said she had read that book.
8. Suzanne said she could not go that night.

D. Change the following sentence to indirect speech.

1. I asked the clerk, “How much does this cost?” (I asked the clerk how much this cost.)
2. Mr. Carter asked me where I was going.
3. Amy asked if I was going to eat in the cafeteria.
4. Roz asked if I had mailed that letter for her.
5. Della asked me where I was going on my vacation.
6. I asked her if she like my new hat.
7. He asked me how I was that day.
8. I asked the storekeeper that the price of that tie was.

E. Change each of the following questions to an indirect statement. Begin each one with the words given after it in parentheses.

1. Where is the director's office? (I don't know....)
2. Ask him if he lives in Brooklyn.
3. I forget where I put it.

F. Change the following sentences from direct to indirect speech.

1. My husband said to me, "Wait for me outside". (My husband told me to wait for him outside.)
2. The teacher told us not to make so much noise.
3. He told me to come on time.
4. He requested us to send him some money at once.
5. He asked us to sit down for a few minutes.
6. She said to me, "Don't forget what I have told you".
7. The teacher asked us to be more careful when we wrote our compositions.
8. He warned me not to make the same mistake again.

Check Your Progress-VII

A. Complete these sentences by supplying **the comparative form of the adjective or adverb** in parentheses. Be sure to include the word **than**.

1. He is younger than I am (young)
2. bigger than
3. better than
4. older than
5. worse than
6. easier than
7. more valuable than
8. more attractive than

B. Supply **the superlative form of the adjective or adverb** in parentheses. Be sure to use the word '**the**'.

1. She speaks the most rapidly of any of my friends (rapidly).
2. the most expensive
3. the worst
4. the most important
5. the hardest
6. the most ambitious
7. the earliest
8. the most gracefully

- C. Change the adjectives and adverbs first to **the comparative form, then to the superlative form** adding whatever phrases are necessary to complete the meaning.
1. Andrew is a tall boy. (Andrew is taller than his brother. Andrew is the tallest boy in the family).
 2. It is more active than its sister organisation. It is the most active organisation of its group.
 3. She studies more seriously than her friend. She studies the most seriously of all her class fellows.
 4. He is older than my father. He is the oldest man in our locality.
 5. I did it easier than your brother. I did it the easiest of the entire group.
 6. Gene paints better than Gouri. Gene paints the best in her hostel.
 7. Ray listened more carefully than Viswakarma. Ray listened the most carefully in his class.
 8. We were happier than our neighbours. We were the happiest family in the village.